

Your Career in Physical Education

**HARPER'S SERIES IN
SCHOOL AND PUBLIC HEALTH EDUCATION,
PHYSICAL EDUCATION, AND RECREATION**

Delbert Oberteuffer, *Editor*



**HARPER & BROTHERS PUBLISHERS
New York**

YOUR CAREER IN PHYSICAL EDUCATION

AN INTRODUCTION TO THE PROFESSION
FOR YOUNG MEN AND WOMEN

by

GRANVILLE B. JOHNSON

*Late Professor and Chairman of the Division of
Health, Physical Education and Recreation
University of Denver*

WARREN R. JOHNSON

*Professor of Physical Education
and Health Education
University of Maryland*

JAMES H. HUMPHREY

*Professor of Physical Education
and Health Education
University of Maryland*



YOUR CAREER IN PHYSICAL EDUCATION

Library of Congress catalog card number: 57-8054

DEDICATION

To the great profession of physical education, to the men and women of the past and present whose efforts and enthusiasm have brought it closer to its manifest destiny, and to those young men and women who are considering this arca of education as a life's work, this book is dedicated.

Contents

Introduction, by Eleanor Metheny	ix
Preface	xi

PART I. Orientation to the Profession of Physical Education

1. Introducing Physical Education as a Career	3
2. The Meaning of Physical Education Through the Years	9
3. Contemporary Concepts of Physical Education	23
4. Objectives of Physical Education	42
5. Teaching for Our Objectives	80
6. Interpreting the Meaning of Physical Education to Others	93
7. Physical Education in the Elementary and Secondary Schools	103
8. Physical Education in Colleges and Universities	126

PART II. You and the Profession of Physical Education

9. Your Professional Preparation	145
----------------------------------	-----

10. Getting the Job and Keeping It	164
11. Your Job as a School Physical Educator	184
12. Your Relationships in the Community	209
13. Growing in the Profession	220
PART III. <i>Our Professional Allies: Health Education and Recreation</i>	
14. The Field of Health Education	235
15. The Field of Recreation	259
Index	273

Introduction

What *is* physical education?
Why is it included in the school program?
What does a physical education teacher do?
What must he know?
What opportunities are open to him?
Where do athletic coaching, dance, health education, recreation, and therapy fit in?
Would *I* enjoy teaching in physical education?
Do *I* have the abilities required for such teaching?
Could *I* acquire them?
Do *I want* to become a physical education teacher?

These are important questions for the college student who is in the process of deciding whether or not he will prepare himself for membership in the specialized branch of the teaching profession labelled physical education. They can best be answered by persons who have had long and diversified experience, both as physical education teachers and as college professors who have directed the preparation of many potential physical educators. The three authors of this book are admirably qualified to provide the answers which will aid the college student in making the right decision.

Granville Johnson directed the professional preparation of physical education teachers at the University of Denver for many years, displaying a rare capacity for unifying inspiration and theory with down-to-earth practical instruction. Highly respected for the breadth and depth of his thinking, both by his students and by his professional colleagues all over the world, his understanding of physical education was enriched by his knowledge of philosophy, history, science, and the arts. Characteristically, his devotion to his own chosen profession warms the pages of this book as his learning informs them.

Warren Johnson of the University of Maryland has drawn on his own diverse experiences in physical education, health education, recreation, and athletic coaching. Trained in three fields—physical education, psychology, and physiology—his present interests center in research in physical performance and human behavior. These studies are opening up new frontiers for thinking about physical education, providing a broad perspective within which the values of physical education may be scrutinized in relation to many other aspects of human concern.

A similar diversity of teaching experience has also been enjoyed by James Humphrey, who is also associated with the University of Maryland. His major interests center in elementary education and the growth and development of children. His experience in preparing physical educators for teaching in the elementary school adds another dimension to round out the scope of this book.

The book is written in a pleasant and informal style, well suited to conversation between persons who share a common interest. Facts are presented dispassionately, and no attempt is made to gloss over the disadvantages or overemphasize the advantages which characterize this specialized area of teaching. In general, the authors seem less concerned with persuading their readers to enter the ranks of professional educators than they are with urging students to consider the nature of the profession before making a decision based upon awareness of their own abilities, limitations, and interests. Because they are more concerned about enlarging the student's understanding than they are in recruiting teachers, as such, restraint enhances the values of their discussions, producing a book which may be read with confidence by those students from whose ranks the next generation of good teachers of physical education will come.

And many professional physical educators long out of college will also enjoy reading these pages, drawing from them reaffirmation of the wisdom of their own professional choice.

ELEANOR METHENY

University of Southern California

Preface

Your Career in Physical Education is intended to be a cordial and personal introduction of young men and women to an old and distinguished profession—the teaching or coaching of sports, games, dance, and other physical education activities.

Men and women who have recently entered college are usually "shopping around" among various possible career opportunities and are eager for information that will help them to make up their minds. Frequently, even after an academic major has been selected, students are doubtful as to just what lies ahead during the remaining college years and what lies beyond graduation when the prospective career becomes the actual career. Often they wish they could be more confident that they have made what is for them, personally, the wisest choice. *Your Career in Physical Education* is intended for use at just this time of questioning and exploring. Indeed, it is designed to be a picture in words which shows what the various aspects of modern physical education are, what the physical educator does on the job, what it means to be a fine teacher and/or coach, and how a prospective teacher becomes qualified for a career in this field.

However, our picture is not intended to be a flat sketch or line drawing which merely shows the outline of the subject under consideration. On the contrary, we have attempted to reveal some of the depth and color which led us to select this field as our own life-work and which have convinced us that no other branch of education can contribute more to the growth and development of children and youth.

Putting our years of experience together we, the three authors, have worked and enjoyed nearly eighty years of professional experience: teaching physical education at all school levels, in Y.M.C.A.'s and in the military service; coaching varsity athletic sports; leading

in community recreation programs, in hospital recreation programs and in summer camps; and teaching health. It is our very sincere hope that our experience and careful thinking have enabled us to paint a picture of physical education as it deserves to be presented to young people who are anxious to evaluate career opportunities. We have tried to be entirely frank about the problems and difficulties in this field; but of course it is our hope that this book may help to attract those superior young people whose leadership on playfields and in gymnasiums is so urgently needed by the children and youth of America.

W. R. J.
J. H. H.

College Park, Maryland

Part I

ORIENTATION TO THE PROFESSION OF PHYSICAL EDUCATION

Introducing Physical Education As a Career

The purpose of this book is to introduce you to the profession of physical education and to help you to evaluate it as a career for you. We feel that it is a great profession and one in which you will find deep satisfaction as well as a challenge to the best that is in you.

It has been our experience over the years that most beginning students do not have a very clear understanding of what physical education actually is or what its basic purposes are. This uncertainty is usually due to the fact that there is a big difference between taking part in sports and other physical education activities and teaching and coaching them—just as there is a big difference between eating a cake and baking one. You are now at the point where you will begin to shift emphasis from eating the cake to baking one—if you see what we mean.

This book has been prepared in order to help you to get a clear idea of the career which you are considering. It may not be long before some of you decide that a career in physical education is not what you thought it was; and you may choose to explore other professional opportunities. But we hope that before reading far in this book and going far in your introductory course, most of you will become inspired with a new vision of physical education. You will undoubtedly see many new possibilities. Some

of you will feel challenged as you become aware of the contribution that you will be able to make to the lives of people, perhaps in schools, perhaps in clubs or other situations.

We also hope that before you have gone very far in this book many of the things which may now seem confusing will make more sense to you. For example, we suspect that you will begin to see all that is involved in becoming a really competent physical education teacher and coach. You will be in a better position to see why four years of college preparation are needed before you are qualified to become a *beginning* physical education teacher. You will doubtless have a better understanding of why you are required to take certain courses which may not at present seem very closely related to your future teaching in physical education.

SCOPE OF THE BOOK

Let us clarify a point regarding the scope of *Your Career in Physical Education: An Introduction to the Profession for Young Men and Women*. As you may know, health, physical education, and recreation are three very closely related fields. In fact, the national association to which most professional people in all three fields belong is known as the American Association for Health, Physical Education and Recreation. It is possible to "major" in the specialized fields of health education or recreation as well as in physical education. In our discussion you will find a great deal to do with health and recreation but mainly as they are related to physical education. At the end of the book you will find a single chapter devoted to the nature of health education and the possibilities of a career in that field, and another chapter of a similar kind on recreation. We will not deal in detail with the many problems of the school health program; nor will we explore the many aspects of recreation. However, we will have a great deal to say about the many contributions that physical education should make to healthful living and to an understanding of the principles of health. And we will also discuss the numerous recreational uses to which physical education skills, knowledge, and appreciations can be put in leisure time throughout life.

Unless otherwise specified, when we use the term "physical

education" we refer to the total broad program which includes three major aspects: (1) physical education classes, (2) intramural activities, and (3) varsity athletics or interschool or inter-collegiate programs. As we shall see later on, sometimes at the college and university level varsity athletics is entirely separate from physical education in administrative plan, and its coaches may never have studied or worked in physical education at all. However, at the high school level and in most colleges and universities, general practice finds varsity athletics a part of the total physical education program and the physical education teachers serving also as coaches. This is the arrangement that the great majority of you will encounter on your teaching jobs.

For the most part, this book is concerned with *school* physical education. There are many excellent physical education positions available in clubs and other organizations; but the great majority of physical education jobs are in the schools. Moreover, individuals who are well qualified for school physical education have little difficulty in changing to other types of physical education positions if they desire to do so.

Overview of Your Career in Physical Education

This book is composed of three parts: Part I, Orientation to the Profession; Part II, You and the Profession of Physical Education; and Part III, Our Professional Allies, Health Education and Recreation.

Part I—Orientation to the Profession—is concerned with an outline of the background and evolution of modern physical education; a somewhat detailed discussion of the physical, emotional, social, and mental objectives of physical education; and a further discussion of how these objectives may be used as the basis for teaching other people the values and meaning of modern physical education. Great stress is placed throughout on the importance of excellent teaching if physical education is to realize its objectives. Part I is concluded with two chapters which describe what physical education is like in the elementary and secondary schools and in the colleges and universities of this country at the present time.

Part II—You and the Profession of Physical Education—has

to do with getting ready for a career in physical education; with how to go out and get a job; with actually doing the job successfully; and with growing on the job as the years pass. In this part you will learn more about the whys and wherefores of your college preparation, the actual steps to take when the time comes to seek employment, and the many duties that you will have when you are on a job as a school physical educator. In this part you will learn more about what it means to grow in your profession and to make important contributions to it.

Part III—Our Professional Allies, Health Education and Recreation—has two basic purposes. First, it is intended to familiarize you with these two very important allied fields as they relate to physical education and as they are different from physical education. And second, it is intended to lead you to consider the possibility that you would be happier specializing in one of these fields rather than in physical education.

At the end of each chapter you will find: (1) Questions for Class Discussion, (2) Suggested Class Activities, and (3) a list of references. *All* three should be considered important parts of the chapter.

The Questions for Class Discussion are intended to help stimulate your thinking—to help you get started *thinking your way through* professional problems. In many cases they have to do with getting you to apply principles discussed in the text.

The Suggested Class Activities are intended to help expand the dimensions of your introductory course. In this section, activities are suggested which we have found useful for increasing student understanding and skill in dealing with problems in physical education. For example, we suggest that outside speakers be brought in to discuss certain matters; and we suggest panel discussion of issues, visits to various places, interviews, and motion pictures. In other words, we suggest that this book be used as a springboard to numerous other worth-while experiences. Perhaps with the assistance of the class, the instructor may select the activities which seem most suitable.

The references which conclude the chapters will help you to

become familiar with our professional literature. In many cases, items in the Suggested Class Activities will require reading certain references and reporting on them to the class, or using them as a basis for discussions. However, the reference list is not intended to be complete; and outside reading should not be limited to the relatively few articles and books listed.

Now for a final word. As we have said, in parts of this book we hope to be able to inspire you with a vision and a challenge. We hope to convince you that as a good teacher of physical education you can help young people learn how to live happier, healthier, and better lives.

And as for you personally? If you take your work seriously and prepare yourselves well, you will be among those comparatively few people who make their living doing what they love to do. Part of your pay every month will be in the satisfaction that you get from your work—and there can be few better recommendations for a career than this. You will have the added satisfaction of knowing that many children and young men and women are better human beings, are better qualified to live and enjoy life, because of their contact with you. We believe that rewards of this kind are well worth the effort that professional preparation takes.

QUESTIONS FOR DISCUSSION

1. What are your personal reasons for deciding to major in physical education?
2. As you understand it, what does the term "physical education" mean?
3. Have you ever had a coach or physical education teacher who taught you the values of physical education or who encouraged you to consider this field as a possible career?
4. On the other hand, have you ever had a coach or physical education teacher whose manners and actions made you feel you wanted no part of this profession?
5. At what school level are you most interested in teaching?
6. As indicated in this chapter, what kind of information is contained in each part of this book?

SUGGESTED CLASS ACTIVITIES

1. Make a list of the reasons why the different class members decided to major in physical education. Which are the three most common reasons?
2. Determine how many in the class are interested in teaching at each school level. How many want to coach?
3. Have a panel discussion on the subject: What is physical education?

2

The Meaning of Physical Education Through the Years

Not so many years ago, astronomy was astrology—the "science" of determining the effects of the heavenly bodies upon the lives of men. Chemistry was alchemy—the "science" of changing or transmuting base metals like lead into gold. And although some ancient peoples especially in Egypt and Greece evidently had considerable medical insight, generally speaking, medicine was witchcraft—the curing of illness by magic.

Physical education, too, has undergone great change in the course of passing centuries. Today we think of its importance for physical competence; but also we think of it as being one of American education's outstanding experiences for learning and applying some of the basic principles of good and happy living in a democracy. However, physical education has not always had this meaning to people any more than modern science has always had its present meaning. Throughout much of its history, a primary purpose of physical education has been to prepare for combat. Sometimes it has been a part of school life, but usually for the sole purpose of improving the classroom efficiency of children. Occasionally, it has been a means of helping to free the minds of men. And sometimes it has been used with great skill and effectiveness to enslave and regiment men.

In this chapter we will look to other times and places in an

effort to determine something of what physical education has meant to others. We will attempt to see how people of the past have used the many possibilities of physical education. We hope that from this survey you will gain a greater understanding of the heritage of this profession, what some of its possibilities are, and an appreciation of the influences which have made it what it is today.

PHYSICAL EDUCATION FOR SURVIVAL

The earliest forerunner of modern physical education was undoubtedly a matter of learning and applying the skills of survival. To a greater extent than is ordinarily necessary today, men of the past dealt with life on a physical basis. Thus, education for life was to a large extent a kind of physical education, which accounts for the contention that physical education is the oldest form of education. Among some extremely primitive peoples of the world who still use stone implements, we find that parents do very little actual teaching of children; rather, children learn by imitation how to hunt, fish, throw, fight, and so on. We assume that this was probably also the case in the early history of man. Among less primitive tribespeople such as the American Indians, systematic educational programs of a sort were to be found. The "physically educated" Sioux, Blackfoot, or Apache was a tough and highly competent hunter and warrior. The "curriculums" of their programs were composed of two major aspects which were very closely related to each other: their religious education and their physical education for survival. (Among the highly civilized Greeks of antiquity this close relationship between the physical and the spiritual also existed, but of course in a more sophisticated form. There are some indications that we in the present day are also beginning to think of the physical and spiritual as being closely related in certain ways.)

Even in modern times when countries are at war and survival often depends upon physical toughness and skill, this ancient meaning of physical education again becomes prominent. To a considerable extent education for warfare is a kind of physical education because combat effectiveness as well as life or death may depend upon a soldier's physical excellence. We hope that the

survival value of physical education in the future will not be in terms of *combat* survival but, rather, in terms of the survival of that youthful vigor and enthusiasm throughout life which regular participation in pleasurable exercise can encourage.

PHYSICAL EDUCATION FOR DISCIPLINE

Organized warfare has always required physical fitness and a special kind of mental discipline. One of the oldest traditions of physical education has been that of using physical activities to train young people to give strict obedience, accept hardship, hazards, and even death, behave bravely, and to feel loyalty and devotion toward their leaders and their nation. Thus mental discipline has usually involved tying the individual very closely to his leaders and his state and making him subject to their will.

In very ancient times it apparently occurred to someone that if young fighters could be taught to be brave, tough, and obedient in training situations—in warlike games—they were more likely to display those qualities in actual combat. This was shrewd thinking because many of the training and practice situations involving running, sword play, wrestling, boxing, and so on, were enough like combat situations to make it a simple matter for young men to transfer what they learned from one situation to the other.

The Spartans of ancient Greece are often cited as the outstanding example of a people who used physical education activities as a means of disciplining the young for military conquest. Indeed, even today we speak of a "Spartan program" or a "Spartan way of life" when we want to convey the idea of a hard and rigorous mode of living. Some 480 years before Christ, a battle took place at Thermopylae Pass in Eastern Greece, in which a relatively few Spartans held off and severely punished a large Persian army—before they were killed to the last man. This was one of the famous battles of history and it demonstrated how effective the Spartans were in preparing young men's minds as well as their bodies for battle.

Like most of its traditions, physical education as a means of mental discipline or thought control has persisted over the years.

In the nineteenth century a brilliant and very forceful German named Friedrich Jahn used gymnastics and various outdoor sports as a means of inspiring his countrymen to a fierce nationalism. Thus, physical development for possible combat was important, but the ideas that went with it were at least equally important. If you have ever been on an athletic team whose coach gave pep talks and attempted to arouse your school and team spirit so as to get harder work and improved performance from you, you know something of what we mean except that the feelings of great purpose and inspiration were tied to a nation instead of a school.

It is possible that this tradition reached its highest development in Adolf Hitler's Germany, prior to World War II. Just as the Spartans had done nearly 2500 years before, the Nazis made every possible use of physical education activities to develop the mental as well as physical qualities that are essential to a warlike nation. Hitler believed that physical education was the most important subject taught by the schools. He said that physical education and youth organizations "complete school work by hardening the character through an exacting self-discipline and physical training."¹ These activities were a major part of school life and out-of-school life. Every child was taught that his personal achievements in all sports, from track to mountain climbing, contributed to the strength and glory of *The Nation*. He was taught that he demonstrated his devotion and eagerness to serve his country by his efforts. This was a major way in which a fierce nationalism was developed in the young people of Germany. We note that there were many good qualities in Nazi physical education and we probably have a good deal to learn from their methods of leading and popularizing sports and other recreational programs. But Hitler's fundamental purpose was not to develop the best possible human beings; instead, his purpose was to develop the best possible Nazis whose minds he could control as he saw fit. From our viewpoint, there is little to admire about a good Nazi. In the modern world we have seen Italy, Germany, and now

¹ G. F. Kueller, *The Educational Philosophy of National Socialism*, Yale University Press, 1941, p. 155.

Russia using sports and other physical education activities for purposes which are related to their national political and cultural ambitions.

In our own country physical education activities have played an important role in getting young men mentally ready for combat. Calisthenics at four or five in the morning not only help to develop physical fitness but also help to develop in the soldier the habit of obeying his superiors in all situations, regardless of how unpleasant they may be. (Unfortunately programs of this kind also develop a hatred for exercise in the minds of many soldiers.) When possible, the armed services use sports competitions and athletic training activities as a means of developing a tough and aggressive mental state for actual combat. But our country has never utilized the *discipline* tradition on a widespread basis for enhancing nationalism or patriotism.

We are hopeful that the future may bring a marked change in this tradition of discipline. In the past it has meant skillfully imposing discipline upon people to bring them into line with an established power. Physical education has been found to be very effective for purposes of this kind; and as long as we have wars it will be necessary for us to continue in this tradition. But we feel that physical education can be a most worth-while way of teaching people self-discipline, that kind of discipline essential for living an orderly and democratic kind of life. You will have a better understanding of this point when you have read the coming chapters dealing with the objectives of physical education.

PHYSICAL EDUCATION FOR LEISURE TIME

At a certain point in history, people discovered that the skills of survival can be fun in leisure time. It is impossible to say when men first began throwing spears, shooting arrows, hunting, and wrestling for *fun* rather than for purposes of obtaining food or doing battle. Indeed, for a considerable period of time the practicing of skills was both a means of preparing for the serious business of staying alive and a source of amusement. Certainly, this must have been the case with children who are always eager to be able to do the things that their parents do. However that

may be, we do know that some of the oldest art work that has been discovered portrays kings and other noblemen engaged in such recreational activities as hunting and wrestling. As time passed, many skills lost their survival value and existed only as sporting events and leisure-time amusements. Thus it was with archery, horseback riding, marathon running, hammer throwing, fencing, and so on.

This, then, is another meaning that physical education activities have had historically: not purely preparation for survival but forms of leisure-time amusement as well. In neither case can we say that physical education meant entirely the one thing or the other during a set time in the past, for both traditions have persisted together. When men have not been actively engaged in the business of making a living or struggling for survival, their energy, competitive spirit, and love of companionship have drawn them into sports and other physical education types of activities. With leisure, survival and work skills tended to become play skills; that is, the hunter organized shooting and throwing contests; warriors competed for fun in many of those very activities which have come down to us as track and field events, swordplay, and wrestling and boxing; woodsmen competed in tree chopping speed and skill, ax throwing, and the like; and farmers made contests of their harvesting activities.

The main point about all these recreational activities is that their existence depends upon leisure time. Historically, leisure has belonged mainly to the wealthy and powerful, and to the privileged classes which were fed and clothed by the efforts of other people. The philosophers, artists, and literary people of Greece, for example, had the leisure to carry out activities which made their country great because Greece was a slave state. That is, most of the labor was done by slaves, with the result that the hands of free men were free to deal with other matters.

This is a point of the greatest importance for evaluating the present status and predicting the future of physical education and its companion field, recreation.

Generally speaking, the world has never been a very hospitable place for human beings. It is estimated that at the present time

over a third of the world's population is in a continual state of semistarvation. Disease and stark poverty are widespread. Still, with all the suffering that exists in the world today (most Americans know almost nothing about this situation), it is likely that on the average the people of the world are better off today, materially speaking, than they have ever been before. Although for most people life continues to be a deadly and endless struggle for survival, there are indications that the battle is slowly being won. New energy sources (atomic and solar, for example), new machines, improved agricultural methods, and better distribution techniques will continue to free the hands of more and more men for part of each day. In America the time is coming when education must be at least as much concerned with teaching people what to do with their leisure time as with teaching them how to make a living. Our grandparents considered a ten- to twelve-hour work day, six days per week, commonplace. Within a relatively brief span of years, the eight-hour day and five-day work week have become the rule, and in many fields of work even this time is shrinking. The four-day week is undoubtedly near at hand for great numbers of people.

Thus it may be said that we, like the Greeks, live in a slave state—except that our slaves are machines—and we are becoming more free from drudgery, poverty, fatigue, and disease. We are becoming free to live more richly, more fully, and more happily. The question now is, do we know how?

America and some parts of Europe are already wealthy in respect to leisure time; but the entire world seems to be moving slowly in this direction. More and more we are able to think in terms of education for learning to live well as well as education for learning how to make a living. Consequently, we feel that physical education and its allied fields will be increasingly important in education as time passes.

For most people, survival and any kind of security have always depended almost literally upon "keeping the nose to the grindstone." Our usual point of view on this subject is well illustrated by the stories of "The Three Little Pigs" and "The Ant and the Grasshopper" in which the hard workers and nonplayers have

prospered while the light-hearted players have come to a very unhappy end—or nearly have. This attitude has commonly stood in the way of a wholesome attitude toward play (have you noticed how such prominent people as Dwight D. Eisenhower have been criticized for taking time off to play?) because work and study have been considered the serious matters, while play has been a "frill" detracting attention from important matters. Today, however, it is becoming clear that with greater leisure to live, there is a new and growing need to learn to live well and happily in leisure.

PHYSICAL EDUCATION AND "FREE PLAY"

In this book we consider physical education to be an *academic discipline* and stress the fact that, like any other academic discipline, it is a subject involving a body of knowledge which is learned by way of experiences in a systematic program of teaching. This is "a mouthful" but modern physical education can only be understood in these terms.

However, one of the persisting traditions of physical education is that it is any form of vigorous play activity. To the general public and to many teachers of other subjects, physical education means free play, which in turn means letting children do whatever they please on the playground or in the gymnasium at recess or during "gym periods." You will probably agree that this is an absurd idea which is very much the same as saying that picking flowers is the same thing as the serious study of botany, or that visiting the zoo on a Sunday afternoon is the same thing as becoming educated on the subject of zoology.

Now we have no intention of belittling free play any more than we would criticize picking flowers or going to the zoo; all we are saying is that free play is not really the same thing as physical education. Still in certain ways it may be said that modern physical education has grown out of free play. For example, school children and college students organized and played games on their own long before it occurred to their teachers that here, indeed, was a good thing, educationally speaking.

Now, as in the past, there are many schools in which free play

and physical education are considered to be the same thing. Often-times free play is all that is available to the children, and although it may be fun for the more vigorous and husky, there is really very little education in this kind of "physical education." The children can no more become physically educated in this way than a varsity team can get ready for competition without intensive work and coaching, or than a person can learn chemistry by way of "free play" in the chemistry laboratory without benefit of teacher, books, or systematic planning. Free play leaves most of the desired physical education outcomes to chance and frequently involves a high accident and injury rate because proper techniques and safeguards are not applied.

The free play tradition in the history of physical education has made its contribution but has added a good deal to the confusion which has tended to surround this field. As more people come to look upon physical education as an academic discipline, there will be less tendency to pass off free play periods as physical education.

PHYSICAL EDUCATION AND "SPORTS SPECTATING"

We must include spectating as one of the very ancient traditions that is associated with physical education and that has lived into the present. (You are not likely to find the term "spectating" in your dictionary. It is a word that is sometimes used to denote the act of watching sports events.)

Possibly the earliest spectators were very much like the crowd that gathers around a playground fight. However, it is not just action or competition that attracts and holds spectators; on the contrary, they are attracted by the exceptional performer and they draw personal satisfaction from the achievements of their favorites. And so we find that in contests between champions, in a sense the spectator is as much a part of the event as the competitors. He experiences the action vicariously. In informal play, class competition, and intramurals the active competing is everything or nearly everything. Spectators, if they are present at all, are incidental. But when the best of a particular group are selected and are confronted by the best of another group, at the high school varsity level or at the Olympic games level, competition takes on

a new significance. The spectator becomes to some degree the participant and actually experiences the competition. And the competitor draws inspiration and fire from the enthusiasm of the crowd. Thus, the ancient war between the Trojans and the Greeks came to a standstill and both armies watched breathlessly as the heroes, Hector and Achilles, fought to the death.

Sports competition and sports spectating have always gone together whenever a real contest has been involved. The Olympic games were so important to the ancient Greeks that they reckoned time in terms of Olympiads—that is, the four-year periods between games. If a war happened to be going on between Greek states when the Olympic games were to be held, the war was simply called off temporarily so that outstanding performers of both sides could compete and the rest could watch!

One of the difficulties in the modern Olympic games is our tendency to make an international incident of who wins. But historically our champions have always represented their local group: if the champion won, the group felt that it won—if the Middletown team beats Pleasantville, all Middletown may feel that it has triumphed over its arch rival, Pleasantville. A new type of international game, the Lingiads of Sweden (named for Per Ling, founder of Swedish gymnastics), are more like our idea of intramural sports in that the emphasis is upon fellowship and the competition itself rather than upon the outcomes of the competition. It is interesting that the majority of the hordes of people who attend the Lingiads go both to participate and to watch, whereas only a fraction of those who go to the Olympics actually compete.

Today the ancient spectator tradition is very strong in America. In fact, some people think that it is too strong. A few years ago the term "spectatoritis" was coined to describe the so-called "American disease" of sitting and watching instead of actively participating. This issue is still far from dead. For example, in June of 1956, on the recommendation of the President of the United States, a national conference was held to determine ways of improving fitness of American children and youth and to get the

young people "out of the grandstands and onto the playfields." That conference was merely one of the early steps in a general effort along these lines; and one outcome will very likely be increased emphasis upon physical education in the nation's schools.

In modern physical education our emphasis is upon active participation, and there seems to be a growing realization that our children and adults must become reasonably well educated physically if our nation is to be healthy and fit. But this does not mean that we do not consider spectating important. In fact, many physical educators devote a certain amount of their class time to teaching their students to be intelligent spectators of the popular sports. For this purpose lectures are given, moving pictures are shown, and discussions are held on sports varying from football and wrestling to fishing and sailing so that the students will be better able to enjoy a large number of sports and other physical education activities *as spectators*. In the future it seems likely that more and more physical educators will include this type of teaching in their regular programs. There are inspiration and very special pleasures and satisfactions to be had from watching the performance of the exceptional person, whether he is a violinist, a gymnast, a painter, or a hockey player. However, all these activities are complex and involve highly developed skills which can be appreciated only by those who know something about their finer points. Consequently, we feel that in the future spectating will not be left so much to chance as it has been in the past, but instead will become an important aspect of our teaching.

OLD TRADITIONS AND MODERN PHYSICAL EDUCATION

Thus far in this chapter we have discussed some of the major meanings that physical education has had. All these meanings are alive today to one degree or another and contribute to the total picture of what physical education is. Some are plainly desirable; others have little or no place at the present time. But we would like to stress that modern physical education is not simply a blending or conglomeration of the old traditions. Just as a child is derived from his parents and from his ancestors but still is something

entirely new, so modern physical education is new. In fact, it is so very new that even among professional workers in this field there is sometimes a considerable amount of confusion as to just what physical education is and what its functions are. Some identify it with one or another of its historical meanings. But more and more professional people are identifying it as a profession dedicated to good living.

We feel that although much of physical education's past lives on today, actually modern physical education involves a new concept. It is a new development and it is unique. True, ancient Greek physical education had many features in common with modern physical education, for the Greeks recognized the importance of this field in the total education of youth and their leading thinkers realized that "gymnastics" contribute to the development of the mind and soul as well as of the body. But Greek physical education was an outgrowth of the Greek culture. Greece was a slave state, had its noble and privileged classes, and was lacking in science and industry.

Physical education is being formed by the culture of America, which is also something new and unique. It will use past traditions in the present when they are suitable. But science and industry, aspiration for a democratic way of life, universal educational opportunities, altered standards of female behavior, greatly expanded leisure for the majority of people—these and many other things make our culture new. The new physical education is in the process of being formed to meet the needs of this new culture.

In terms of its present meaning, we may describe modern physical education briefly in terms of the following points: (1) it is an academic discipline; (2) like all other academic disciplines it possesses a body of specialized knowledge which is reflected in a growing literature; (3) its values are of an intellectual, emotional, and social as well as of a physical kind; and (4) many of the things learned in physical education are of value in other and later life situations.

In coming chapters we will attempt to ~~explore~~ ~~explore~~ points more fully by introducing you to this academic discipline, some of its concepts, its literature, and its values.



QUESTIONS FOR DISCUSSION

1. What are some of the major past traditions of physical education?
2. Name several of these traditions that are still alive in modern physical education.
3. What factors are involved in the tradition of discipline? What are some examples of the use to which this tradition has been put in ancient and modern times?
4. Can you recall and name the objections that are raised in the text to the tradition of free play?
5. What place has the tradition of "sports spectating" in America today? Would you say it is increasing or decreasing?
6. Would you say that the tradition of physical education and recreation for leisure time is becoming more or less important at the present time? Why?
7. How have the practices of the past given rise to confusion as to the meaning of modern physical education?
8. Why can we not say that modern physical education in America is a mere blending of some of the earlier traditions?

SUGGESTED CLASS ACTIVITIES

1. Divide the class into committees which will be responsible for studying and reporting on selected periods in the history of physical education. (See the reference list for sources.)
2. Form a panel which will discuss the various meanings of physical education which are alive at the present time. Evaluate each tradition named.
3. Select two persons to argue that physical education is mainly for the purpose of recreational skills and appreciations for later on in life; name two other persons to argue against them that physical education is mainly for body development and the playing of strenuous sports. Evaluate the points of view expressed. (Debating teams can be formed to argue positions which represent other traditions of physical education.)
4. Have a group or panel discussion on the question, What will physical education mean ten years from now?

3

Contemporary Concepts of Physical Education

Until about the twelfth century, few European sailors were willing to sail far beyond sight of land because on the open sea they had no reliable way of knowing whether they were on course or not. Then the compass became known in Europe. From that time on, seamen had something to sail by, and thus could travel on the open sea in all kinds of weather with considerable confidence that they were moving in the direction they wished. The compass made possible the explorations of such people as Columbus and later Magellan, who first sailed around the world.

We in the field of physical education also need something to guide our efforts. Otherwise we are like sailors of long ago who sailed about aimlessly when away from land, now moving this way, now that way—but without any real confidence that we are “on course” and moving as we should. At all times we need to be able to “check our course” by referring to a compass in our own minds so as to know whether we are moving in the proper direction, educationally speaking. In order to do this we must have a magnetic north composed of clearly defined and worth-while objectives, sometimes called aims or goals, constantly in mind. If we have our objectives in mind as we teach and make decisions about our programs, we will not be sailing blind. If we do not,

we will have no basis for knowing whether we are doing the right thing and making wise decisions. Would you expect a physical education teacher without a pretty clear idea of what he is trying to accomplish to be able to contribute much to the young people in his classes or on his teams? You would never know what to expect of him next.

This problem of objectives applies to living in general. Many people are unhappy and feel that their lives are empty simply because they have never thought out for themselves what is important to them and what they really wish to achieve in life. Without a philosophy of life to guide their thinking and actions they are like sea voyagers without a compass, so of course they feel lost. Similarly, in those situations where physical education is not very effective, there is a very good chance that the people in charge of it are confused about the purpose of their work and are failing to operate in terms of worth-while objectives.

The purpose of this chapter and the two that follow is to help you to begin thinking about what physical education in America is concerned with accomplishing. The ideas of various leaders in the field will be outlined, and finally a simple plan as to how physical education may serve the "whole child" will be presented. We hope that when you have finished these chapters you will have an appreciation of some of the deeply worth-while values and objectives of your intended profession.

SOME BASIC CONCEPTS OF CONTEMPORARY LEADERS

One of the important functions of college preparation for teaching physical education is to familiarize students with the thinking of some of the leaders who have played a significant part in the development of this profession. It is hoped that with this knowledge the student will be less likely to move backwards in his thinking and that, indeed, he may in time use it as the basis for moving ahead on his own.

Although different writers have described physical education in different ways and have placed greater emphasis upon some objectives than others, there is general agreement among them as to the importance of certain things. Let us consider very briefly and

partly in their own words what some of America's leaders in physical education have conceived our objectives to be.

Dr.¹ Jay B. Nash, a recognized leader in our field and for many years a professor at New York University, has stated four basic physical education objectives: organic power, neuromuscular development leading to skill in performance, the ability to do interpretive thinking, and the ability to guide the emotional urges in ways that are essential to group living. He believes that these qualities, if acquired, "provide a sense of wholeness for the individual." He considers this sense of wholeness to be of especially great importance in modern times because man has created for himself an entirely new and artificial environment in which to live. Nash points out that whereas men of past centuries were physically active and vigorous, found satisfactions in hunting, fishing, farming, building and decorating their homes, and making their own clothing and tools, men of today live in crowded cities and suburbs, are inactive except for their minds, to some extent, and their small muscles such as those used in talking, writing, typing, operating a calculating machine, or eating. The greater part of the modern man's day may be spent tightening a couple of bolts on an assembly line. Nash believes that there are now few important satisfactions that can compare with the active, creative life of the past, so that life tends to be more or less empty and we seek for all manner of superficial entertainments and excitements to fill the vacuum. As a symptom of our lack of "wholeness" today and our tendency to be inert spectators rather than active participants, modern man is full of anxieties and worries; and diseases of the mind have greatly increased.

Nash is of the opinion that physical education and recreation are among the few means available to us whereby we may find the action and creative and social satisfactions that are needed to re-

¹ The designation "Doctor" may refer to a medical degree, an academic degree, or an honorary degree. Most of the individuals referred to as doctor in this book possess the academic degree, that is, either Doctor of Philosophy or Doctor of Education. These degrees are earned after doing approximately three years of study and research beyond the Master's degree. A college teacher's rank is indicated by his title: instructor, assistant professor, associate professor, and finally professor—the top academic rank.

gain "a sense of wholeness." Because of the importance of physical education objectives—organic power, neuromuscular development leading to skill in performance, the ability to do interpretive thinking and to direct the emotional urges in desirable ways—Nash believes that this field "may hold the key to life."²

Dr. Jesse Feiring Williams, formerly of Columbia University, has been one of the most prolific writers in the history of American physical education. In 1930 he published an article in the *Journal of Higher Education* and later in our own association's journal which is undoubtedly one of the best known and most widely quoted pieces of writing that has appeared in the literature of physical education.

In this article, "Education Through the Physical,"³ Dr. Williams presents the argument that physical education is *not* essentially education *of* the physical, but is rather education *through* the physical. In other words, his contention is that many of the major objectives of general education can and should be achieved by participation in properly supervised physical education activities. Education *of* the physical, he says, places emphasis upon "strong muscles and firm ligaments" as the main objectives of physical education. This, he feels, is a "cult of muscle" and is just as narrow as any "cult of mind or cult of spirit."

Dr. Williams maintains that it is a mistake to think in terms of educating the physical aspect *or* the mental aspect of the child; instead, he insists that the mind and the body cannot be separated in the educative process. He maintains that physical education, like all education, must be judged "by the contribution it makes to fine living." He states objectives in the form of "skill and the development of interests in types of activity that will serve the students" while in school and after graduation.

According to Dr. Williams, one of the most valuable possessions of modern man is the greater leisure time at his disposal than large numbers of people have ever had before. "We fail

² Jay B. Nash, *Physical Education: Interpretations and Objectives*, A. S. Barnes & Co., 1948, Chapter 3.

³ Jesse F. Williams, "Education Through the Physical," *Journal of Higher Education*, May, 1930, pp. 279-282.

again and again to use this glorious thing, leisure, because of habits, preoccupation with small things, lack of education for leisure," and a failure to appreciate the importance of leisure time for good living. He is convinced that the education which can be provided through physical education is of the greatest importance for the welfare and happiness of our people.⁴ Compare this idea with Nash's point of view about "the key to life."

Dr. Charles H. McCloy, an internationally recognized leader and for many years a professor at the University of Iowa, has written extensively on the educational objectives and values of physical education. Unlike some people including Williams, however, he has emphasized the importance of physical fitness as our unique contribution in the educative process, and has protested against the tendency to ignore or fail to stress the *physical* aspect of physical education.

In a very famous article, "How About Some Muscle," which appeared in a 1936 issue of the *Journal of Health and Physical Education* (at that time, neither our national association nor our journal had the word "Recreation" in its title) Dr. McCloy attempted to redirect attention to a fact which some persons in our field had seemed to lose sight of. He argued that of course physical education has many objectives other than the development of the body, but since we are the only educational group primarily concerned with the physical and physical activity, wouldn't we be wise to place emphasis upon this special objective? Thus he considers physical development our starting point and our basic objective.

Dr. McCloy believes that the basis of all physical education . . . is the adequate training and development of the body itself. . . . I should like to propose," he states, "that as a profession we re-think the whole problem of our more purely physical objectives, and that we emphasize them more. . . . Our organism is more body than mind, and it is only through the adequate functioning of all of it that the most desirable functioning of even the brain occurs."

In support of his argument, Dr. McCloy has drawn upon a variety of fields. For example, he points to evidence which in-

⁴ *Ibid.*

dicates that vigorous exercise of the body is absolutely essential for the proper development of all the "fundamental organ systems of the body" and of the brain as well; and that the human organism is in much greater need of vigorous physical activity than most people get, either as adults or children. He refers to evidence that many physically underdeveloped adults and children have strong inferiority feelings because of their physical inadequacy; therefore, he argues that physical educators have a role to play in mental hygiene and this is still another reason why we must emphasize an objective which has to do with the developing and educating of the physical self. (Contrast this point of view with Dr. Williams'.)

Dr. McCloy has enumerated many other arguments which lead him to stress the physical objectives of physical education. He has shown the need for greater physical strength than most people have by pointing out that strength is related to both chronic (that is, lasting) and acute (sudden and severe) fatigue. In other words, people who feel tired most of the time as well as those who become tired as a result of some moderate exertion frequently have nothing at all the matter with them except that their strength is inadequate. Virtually any exertion and even the mild daily routine places a strain upon the bodies of such weak people, of whom there are tremendously large numbers. Of course, they are very limited in terms of the extent to which they may participate in and enjoy indoor and outdoor activities.

Dr. McCloy has also indicated evidence that much of the physical deterioration of the middle and later years is due to physical inactivity.

After suggesting that we get the facts about the importance of physical strength and carry the attack to "the physically feeble mental advocate who is simply compensating for his own feeling of physical inadequacy," Dr. McCloy finishes his article with the question: "How About Some Muscle?"⁵

Dr. Eleanor Metheny of the University of Southern California, one of the most influential and versatile women in modern physical

⁵ Charles H. McCloy, "How About Some Muscle?" *Journal of Health and Physical Education*, May, 1936, pp. 302 ff.

education, has done much to clarify the role of physical education in education.

In an article, "The Third Dimension in Physical Education,"⁶ Dr. Metheny points out that education, like modern medicine, has come to recognize the importance of taking into account the emotions as well as the mind and the body. "Modern education," she writes, "has become a three-dimensional process. From 1-D training of the mind, we moved to 2-D education of a mind-body unity. Now, as the psychiatrists are forcing us to recognize the psychosomatic interrelatedness of mind-body-emotions, we are moving into education in 3-D. This third dimension has special significance to those of us in physical education because of our educationally unique concern for bodies in motion and for the constructive utilization of the great emotional potentials inherent in all movement."

Dr. Metheny describes the physically educated person as "one who has fully developed the ability to utilize constructively all of his potential capacities for movement as a way of expressing, exploring, developing, and interpreting himself and his relationship to the world he lives in. This is the part of education we have chosen as our peculiar task. Our job is to help him learn to move his body."

In contrast to Williams' "education through the physical" and other definitions such as "education of and through the physical," Dr. Metheny speaks of *educating through movement*. She explains: "The body is the physical manifestation of the person, his mind, his emotions, his thoughts, his feelings. It is the SELF he presents to the world. Through its movements, he expresses and externalizes the thinking and feeling which make him a unique person. And as he moves, the very act of movement modifies and affects his thinking and feeling and being." Consequently, she insists, bodies rather than games are our real business; for the skillfully moving body is what makes possible a constructive psychosomatic experience in physical education.

As Dr. Metheny sees it, the task of the physical educator is to teach the child to move freely and efficiently, to control his movements and to discipline his body so that it will obey his mind and

⁶ *Journal of the American Association for Health, Physical Education and Recreation*, March, 1954, pp. 27, 28.

emotions; and through body movements of many kinds "he finds outlet for the working of his busy mind and his even busier emotions." This is the psychosomatic process of dynamic interaction of body, mind, and emotions that should begin in early childhood with simple play, games, and dances, and continue into adulthood where more complex and refined movement experiences will provide expression, if proper skill in movement has been cultivated, for powerful emotions and the release of tensions as well as physical and social benefits.

With each new experience in movement, the individual "finds more pathways leading to a better understanding of himself, to establish his unique relationship to other human beings, and he makes progress towards becoming a better integrated person—mentally, physically, and emotionally healthy. . . . This is the psychosomatic potential which exists in every class in physical education."

Dr. Delbert Oberteuffer, a professor at the Ohio State University and one of this field's outstanding spokesmen of recent years, has emphasized a number of physical education objectives which have helped to orient the efforts of a great many physical education teachers and have helped many people in other fields to understand physical education better. In a well-known article entitled "A Decalogue of Principles"⁷ Dr. Oberteuffer has outlined much of his basic thinking regarding our professional objectives.

Dr. Oberteuffer points out in his article that one of our major objectives must be to *provide physical education for all*—for girls as well as boys, for those lacking in skill as well as those with great skill, for rich and poor, and for all races and creeds. We must, he states, "bring to everyone the facilities, time, and instruction to participate in the great heritage of dance and sport, games and athletics."

Another of Dr. Oberteuffer's key objectives is that all physical education programs and activities must be conceived for "the good of the individual." Thus, you see, although he believes that physical education should be for *all* people, our constant objective

⁷ D. Oberteuffer, "A Decalogue of Principles," *Journal of the American Association for Health, Physical Education and Recreation*, January, 1947, p. 22 ff.

must be to benefit *each person* involved in our programs. He believes that only in times of war can the individual be sacrificed: "We can sacrifice no player for the sake of the team or the glory of the coach." "We must put in first place the welfare of the American girl and boy."

Dr. Oberteuffer argues that physical fitness, coördination, and skill cannot be our sole objectives. Rather, he stresses "ethical-moral" and social objectives which will make young people better qualified to be good citizens in our American democracy.

Now you should bear in mind the fact that Professors Nash, Williams, McCloy, Metheny, and Oberteuffer are only a few of the people in this field who have developed worth-while and well-known statements of physical education philosophy, principles, and objectives, although they are among the best known. Moreover, we should emphasize that each of these persons has written a great deal in this field, and that the foregoing is merely a sampling of their thinking. They have written both books and articles which far more fully express their points of view. Every serious student will want to become familiar with the writings of these leaders in modern physical education.⁸ By doing so you may gradually grow in your confidence that you know and can be guided by some of the best thinking in your field.

Although different writers have described physical education objectives in different ways and have placed greater emphasis upon some objectives than others, there seem to be certain basic points of agreement among them all. For example, most major writers seem to agree on such points as the following:

1. Physical education should be a major educational force. That is, it should be one of our country's most important means for educating children and youth in terms of what we as a people consider important in life.

2. A rich program of physical education under qualified leadership should be available to *all* school-age children of both sexes and eventually, we should add, to all age levels. Obviously there

⁸ Refer to the references at the end of this chapter for bibliographical information.

is no excuse for providing sports and other physical education experiences for physically superior children only. (In fact, some people argue that it is the not so talented who need it most. What do you think about that?)

3. Physical education is concerned with the mental, emotional, and social aspects of the individual *as well as* the physical aspect.

Underlying all the objectives stated thus far and the plan which we are about to suggest to you, there is the basic idea that through physical education students should learn abilities, skills, understandings, and appreciations which contribute to good living. The ancient Greeks believed that the purpose of all education should be to teach people *how to live well*. To philosophers such as Socrates, the only worth-while objective of living was to learn to live "the Good Life." You can see very clearly that none of the objectives proposed so far has to do with teaching young people how to make a living but with teaching them how to live happily and well. Yes, ours is one of those fortunate areas of education that is concerned almost entirely with teaching things which can help people to live a better life; and this means, in part, having fun as they live. This will be the underlying spirit in our system of objectives to which Chapter 4 is devoted.

PHYSICAL EDUCATION OBJECTIVES AND THE "WHOLE CHILD"

You will recall that Drs. Nash, Williams, McCloy, Metheny, and Oberteuffer believe that physical education has objectives other than purely physical ones. Indeed, as you read the work of these and other writers in this field you will discover that they look upon physical education as being a means for providing experiences which benefit the "whole child." Another way of saying this is: physical education has objectives which apply to the "total personalities" of those who participate in it. The term, "total personality" is very commonly used in the fields of mental health, psychology, and education and it is one with which you will want to be familiar.

Before you read further, it would be an interesting problem for you to write out what you think the term "whole child" or "total personality" means. If you do so, compare your opinion with those

of your classmates. See if there are some basic points upon which all or most of you are in agreement.

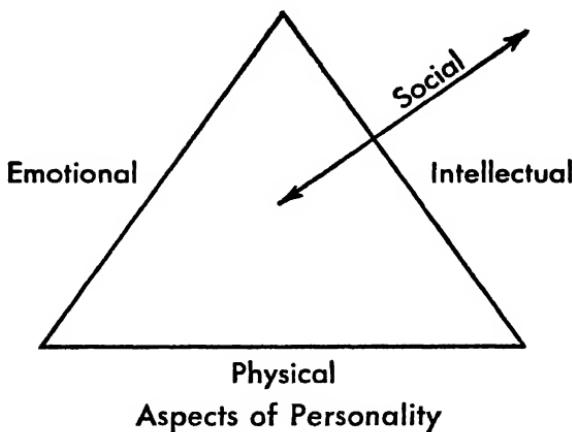
If you have difficulty in formulating your views as to what the human personality is made up of, it may be encouraging for you to know that the experts who spend their time studying the human personality are far from being in full agreement as to what it is or how it operates. One of the greatest mysteries confronting man today is man himself.

Although there is much debate and controversy as to what the human personality is and why people behave as they do, still for our purposes we will define "total personality" or "whole child" simply as being the sum total of all physical, mental, and emotional aspects of any individual.

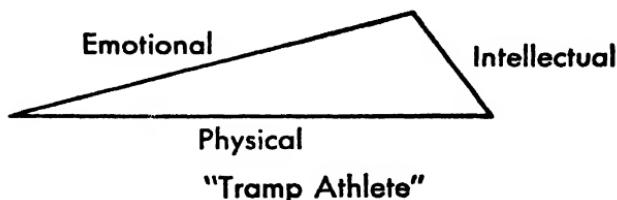
We know that our minds, bodies, and feelings are not separate and unrelated factors of our personalities. You realize that when you are worried or fearful or angry you literally feel these emotions in your bodies. The next time that you are about to take an important examination, notice how your heart speeds up and your hands sweat at the mere thought of it. Most athletes are thoroughly aware of how important their thoughts and emotions are for peak performance. Some great athletes have found their emotions the major problem with which they have to deal. It is reported, for example, that Mel Patton, 1948 Olympic champion sprinter, frequently became nauseated before important races and that keeping his mental and emotional states "right" was his main problem. This, of course, is true of numerous athletes of various types; and it illustrates the importance of taking into account all aspects of the "whole person" and not just his physical qualities.

Perhaps it will help us to visualize the relationships involved in the total personality if we think of it as an equilateral triangle with each side representing a major aspect of the personality: physical, intellectual, and emotional. Now let us add one more thing. Let us draw a line from the center of the triangle to a point outside the triangle and label it "social." Our finished diagram will look something like the one shown on the following page. You will notice that the arrow is pointing in both directions. This is to suggest that every personality is influenced by other personalities and that it in turn influences the personalities about it. We

will have more to say about the importance of the social aspect of personality a little later on. First let us discuss the triangle as a whole.

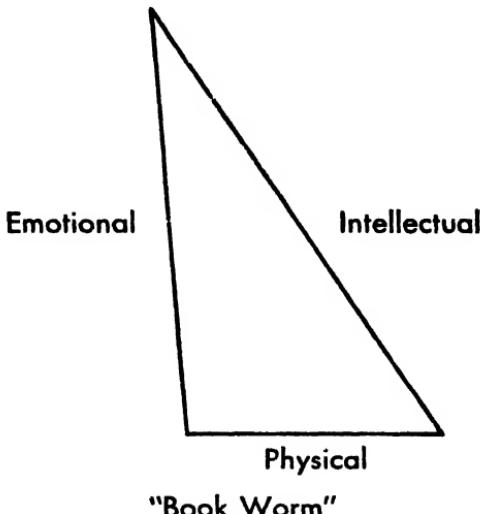


We have represented the human personality as an equilateral triangle partly because in such a figure all three sides are of equal importance. That is, if one side is shorter than the others the triangle is no longer equilateral—its shape is distorted. Anything that happens to any part of the triangle immediately affects the rest. And so it is with human beings. We have all known the strong-muscled but weak-minded individual (the traditional "tramp athlete," for example). How might we distort our triangle to represent such a person? Perhaps something like this will do:



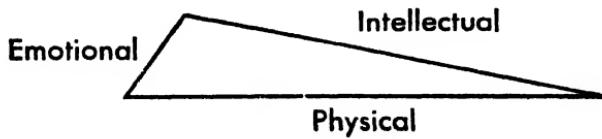
Unless you knew the individual involved it wouldn't be possible to say, actually, what the emotional aspect might look like; but it would certainly not be improved by the distortion.

Another possibility: how about the "book worm," the all mind and no body type of person? Historically in our society we have tended to glorify the achievements of the mind, even sometimes at the expense of the body, but by altering our triangle to describe the bookworm you can again see that the balance of the triangle is destroyed.



In this case, too, it would be difficult to say what has happened to the emotional aspect without knowledge of the specific case. But we do know that satisfying physical activities are commonly an important factor in emotional health, and that certain physical activities are frequently a part of the therapy of people who are undergoing treatment for illness of an emotional kind. Again, the total picture is disturbed by neglect of one of its essential parts.

We know there are also cases which might be represented in this manner:



emotionally Underdeveloped Individual

That is, some individuals are emotionally underdeveloped. We do not always know just why, in some cases because of damaging experiences especially in early childhood, and in other cases apparently because of some basic flaw in the personality structure, such persons do not develop those human feelings so important for humane and decent living. They may be merely somewhat insensitive and without much feeling for other persons. In extreme cases they are the "psychopathic" personalities: perhaps the habitual criminal, perhaps the cold-blooded killer. Such persons may be quite normal or even superior intellectually and physically, but their growth has been stunted in terms of human emotion, so that the *total* personality is far from being in a healthy condition.

You may find it interesting to experiment further with the triangle to show distortion which results from underdevelopment of one or more of its sides.

Let us now restate some of the main points about the total personality or whole child and its triangular representation. The personality is *one thing* composed of three major aspects. These aspects are of equal importance to the balance and health of the personality because only in terms of the health of all three can the personality as a whole hope to be healthy. The condition of any one aspect affects the health of each other aspect and of the personality as a whole. It is unrealistic to think of one aspect without also considering all aspects. A fine automobile is fine because of the excellence of its individual parts *and* because of the excellence of the way in which the parts fit and work together. So it is with the human being.

THE SOCIAL FACTOR. We have not as yet dealt with the social factor in relation to total personality—that straight line which points both ways, into the center of the triangle and away from the triangle.

Let us begin by emphasizing that human beings are highly social creatures. You cannot hope to understand one person without knowing a good deal about the kinds of people with whom he has lived. The behavior of a Zulu African or a Zuni Indian wouldn't make much sense to you unless you knew how his people lived. And the behavior of little Johnny Brown in some future

class of yours won't make much sense to you unless you know something about his family and neighborhood. In fact, we can never understand one human personality in isolation from other personalities. Other personalities play a tremendously important role in the forming of any given personality. On the other hand, any of you who remember having had a new baby born in your house know what a tremendous influence a new little personality has upon the lives of all the personalities in the household. Thus the point at both ends of the arrow.

Thoughtful persons have always known that the people with whom we live have a great deal to do with the kind of person we become. Most important among our social influences are those of the family. It is in our homes that we form our attitudes toward other people, toward men, toward women, toward social institutions such as our schools, churches, and political parties, toward other races, nations, and religions—and toward sports too, for that matter. These and many other things are learned simply by having daily contact with other persons in the family, listening to them talk, and seeing and *feeling* their emotional reactions to us, to one another, and to a vast number of other people and things. For a simple example: if a mother makes an unhappy face because she does not like the sight of certain baby foods, her baby very commonly soon refuses to eat those foods.

These early life learnings are of the greatest importance because they last. Thus, individuals tend to become members of the same political party or church to which their parents had belonged. Individuals who have formed unfavorable attitudes toward persons of the opposite sex in their families often tend to find making the many adjustments required in marriage very difficult if not impossible. Children who have had the example of emotionally mature, kind, and generous parents find these forms of behavior "natural" and they tend to behave in a similar way. Over the years we have had an opportunity to talk with numerous national and world champion athletes about how they became interested in sports. In a very large percent of the cases they reported having had some family member, usually the father but sometimes a brother or the entire family, who was very much interested in

sports and helped to introduce the champion-to-be to the skills and appreciations of one or more sports in their childhood and early youth.

By way of our families we also acquire long-lasting notions of what foods we like to eat, whether we should brush our teeth, whether we should be independent and self-reliant or dependent and weak, and so on. Is it any wonder that the dictators of modern times—Hitler, Mussolini, Stalin, and the others—insisted that parents teach their children certain things and that they began indoctrinating children at a very early age? Of course they called it education. They knew that it is easy to influence the minds of children and that what you succeed in implanting in the minds of children—loyalties, hatreds, ideals, and suspicions—tends to stick with them.

As the years pass social factors which affect the total personality expand far beyond the family. At first, it is the neighborhood. Then it is the schools. By about the time they reach the second grade children tend to be more greatly influenced in their attitudes toward certain things by their classmates than by their parents. From this time it is important to children that they dress as their classmates do and that they do nothing that is "different." A father may be entirely unsuccessful in influencing his boy to learn baseball; but if this sport becomes important to the fourth or fifth graders in school, that father may be amazed to find that overnight his boy has become an avid baseball fan.

Perhaps it would not occur to you that the social factor would have much to do with the physical aspect of the triangle of personality. However, consider the effect of the father's attitude regarding body build and strength upon the son's efforts to be well built and strong. Similarly if the mother encourages her daughter to enjoy sports, dance, and other physical education activities, it is likely that these things will be an important part of her life. And consider how the social unit, the family, influences the type and quality of food children *like* to eat. Of course, one's diet has a lot to do with his growth, strength, and vigor.

But most dramatic of all is our recent discovery that a reasonably happy social relationship in the family in early childhood is

actually an important factor in physical growth. The studies of a physician named Spitz and others have demonstrated that young children deprived of a minimum amount of mothering are not only affected mentally and emotionally: their physical growth is also affected. In some cases where nothing could be done to improve the situation, the growth of the children being studied was permanently stunted and the babies simply stopped growing altogether. For another illustration, in a study conducted in England, it was discovered that one group of boys grew less than another group in spite of the fact that the first group was receiving more food than the second. This mystery was cleared up when it was found that the person responsible for feeding the first group was quite unpleasant and harsh with the boys, and it was their reaction to her that retarded their growth.

And so it goes. At every turn we as educators are concerned with the physical, intellectual, and emotional aspects of the human personality, and at every turn we are concerned with the influence of social factors upon personality. In fact, as educators, we ourselves are social forces which, we hope, are exerting a desirable influence upon the personalities of children and young people.

QUESTIONS FOR DISCUSSION

1. What is the point of the comparison of physical education objectives to the compass of the early explorers?
2. How clearly can you state Dr. Nash's concept of physical education in a few sentences? Dr. Williams'? Dr. McCloy's? Dr. Metheny's? Dr. Oberteuffer's?
3. What are the chief ideas underlying the points of view of all of these leaders?
4. Why is an equilateral triangle used to represent the idea of "total personality"?
5. What are the three main aspects of "personality" and how are they related to the social aspect?
6. Why is the arrow that represents the social aspect drawn with a head at both ends?
7. How might the triangle of personality be distorted to represent personalities that are out of balance? Can you make three such

distorted triangles based upon the personalities of people you know?

8. In what ways might the physical educator be considered a social force?
9. Why is the social aspect of personality considered so important?

SUGGESTED CLASS ACTIVITIES

1. Discuss the points of view of Drs. Williams, McCloy, Metheny, Oberteuffer, and Nash. Come to an agreement as to just what the position of each writer is. (This may require further study of their writings. Check the reference list under their names, and see reference 3 which includes writings from each author.)
2. Have a panel or group discussion as to the points of agreement and disagreement of these writers. (Discussants will need to do further reading to discover the points of emphasis of each writer.)
3. Draw a triangle and arrow representing personality and social interaction on the blackboard. Experiment with it to show how it may be distorted. How might the figure be made to represent exceptional strength or exceptionally good development of personality?
4. Locate a speaker who can discuss the importance of social influences upon personality with the class. Also, check your city, county, or state department of education or health for films which have to do with this subject.
5. Discuss ways in which parents and other relatives can influence interest in and performance in sports, in health, and in fitness.

Objectives of Physical Education

Now that we have some basis for agreement, in general terms, as to the factors involved in the human personality or whole child, let us return our thoughts to the matter of physical education's role in the education of the whole child. Keeping our triangular representation of personality in mind, let us analyze it in order to determine some of the contributions that physical education can make to the physical, intellectual, emotional, and social aspects of the personalities of those who participate in well-taught activity programs. These contributions will constitute an outline of our listing of general physical education objectives.

OBJECTIVES IN TERMS OF THE PHYSICAL ASPECT OF PERSONALITY

To begin with, it may be stated generally that a good program of physical education can elevate and maintain the total bodily fitness for vigorous living. You should keep in mind that some boys and girls have great physical advantages simply because of the athletic type of body build that they happen to have; and others are at a relatively great disadvantage because of a very heavy-set or slight body build. Consequently, our objectives are not in terms of making every child or youth a great or even fine athlete. Rather, our physical objectives must be in terms of helping *each* person to develop his *individual* potentialities for controlled and effective movement as fully as possible. In some cases

this will mean performance at the championship level; in others it will mean reasonable competence in sports, dance, and out-of-school recreation.

Present-day knowledge of the effects of exercise upon the body would seem to justify the following as some reasonable physical objectives for the physical education program.

A Suitable Level of Physical Fitness

Maintaining the body at a reasonably high level of physical fitness is like keeping an automobile at as high a level of efficiency as possible. It works better that way. It is more likely to be able to meet the demands made on it without undue stress or fatigue. Physical fitness presupposes an adequate intake of good food and an adequate amount of rest and sleep; but beyond these things exercise involving all the big muscles of the body is essential. Just how high a level of physical fitness should be maintained from one stage of life to another is not an easy question to answer, for we know that we must raise the question: "Fitness for what?" Certainly the young varsity athlete or combat soldier must think of a level of fitness far above that which will concern the average middle-aged individual.

Different people have defined physical fitness in many different ways, and there is a general tendency to consider physical fitness one aspect of *total fitness* for living. Following are examples of some well-known definitions of physical fitness.

Physical fitness means a great deal more than freedom from sickness or passing a medical inspection without a positive prescription for a disability. In addition to freedom from germinal or chronic disease, possessing good teeth, good hearing, good eyesight, and normal mentality, physical fitness means ability to handle the body well and the capacity to work hard over a long period of time without diminished efficiency.¹

Fitness is a state of mind and body in which the tissues have power and efficiency.²

¹ Thomas K. Cureton, "What Is Physical Fitness?" *Journal of the American Association for Health, Physical Education and Recreation*, March, 1945, p. 78.

² Harold S. Diehl, *Textbook of Healthful Living*, McGraw-Hill Book Co., 1955, p. 22.

Fitness for living be it in the home, on the farm, in the factory, or at the front implies freedom from disease or significant deviations from normal structure and function; enough strength, speed, agility, endurance, and skill to accomplish the maximum tasks that the day may bring. . . . Physical Fitness . . . is only a part of total fitness.³

In spite of numerous shades of meaning in definitions of physical fitness, all definitions agree that it denotes adaptability or suitability to some specified muscular stress. . . . We will define physical fitness as a fitness to perform some specified task requiring muscular effort.⁴

A reasonable question for you to ask at this point is: "Why, after all, is a reasonably high level of physical fitness desirable in this day when there are so many effort-saving devices available that for many people strenuous activity is really not necessary any more?"

Bear in mind this very interesting fact. You, every one of you, stand at the end of a long line of ancestors, all of whom lived at least long enough to have children because they were fit and vigorous, strong enough and tough enough to survive in the face of savage beasts and savage men and hard, hard work. Only the fit survived. Not very far back on your family tree you would find people who had to be rugged and extremely active in order to live. *Vigorous action and physical ruggedness are your biological heritage.* The fact that they lived long enough finally to produce you is proof of this.

Now perhaps because of the kind of background that we have, our bodies simply function better when they are active. We have it on the authority of such experts as Dr. Arnold Gesell, a world-famous specialist on child growth, that vigorous play in childhood is essential for the satisfactory growth of the various organs and systems of the body. It has been said that "play is the business of childhood." To conduct this business successfully and happily the child must be physically fit. Good eating, rest, and properly conducted physical education activity programs in school can do much

³ Committee Report, "The Role of Exercise in Physical Fitness," *Journal of Health and Physical Education*, June, 1943, p. 299.

⁴ Edward C. Schneider and Peter V. Karpovich, "Physiology of Muscular Activity," W. B. Saunders Co., 1948, p. 253.

to develop and maintain the physical fitness of children. Certainly doing so is one of our major objectives.

What is the status of our children in this matter of physical fitness at the present time? Well, we do not know of any studies which show significant numbers of American children to rank very high in physical fitness, although of course there are selected groups of children who do rank high. Even when we make due allowance for alarmist reports, there are indications that large numbers of American children are below optimum levels of physical fitness. Insufficient amounts of suitable exercise may well be one of the problems in this situation.

Traditionally people have been inclined to think of youth and early adulthood as the period of life when physical fitness is an important and perhaps a necessary and automatic part of being youthful. The period between about 16 and 25 years is the time of maximum physical ability for most men. However, we must stress the fact that good fitness is *not* automatic during these years. The two World Wars and the Korean War have demonstrated the alarming fact that one-third or more of our men between these ages are below the rather meager fitness levels required for military service. And everyone who has been involved in the physical fitness programs of the military services is aware of the really poor physical fitness of large numbers of those individuals who *were* eligible for military service. Thus we see that even in this age range, our problem is severe and a grave need for improvement exists.

Now let us consider the young women whom we would expect to find at their peak of physical fitness. Here again it is possible to find exceptionally fit individuals and groups, just as it is with young men. But speaking generally, the situation does not seem good. Whereas the physical ability of males tends to improve until about the age of seventeen years, there are indications that the average female reaches her peak at around fourteen years of age. That is, most girls will perform better on a physical ability test at about fourteen years than they will at any time later on. However, we have good reason to believe that this is not because of a true sexual characteristic but rather because other things begin to be-

come more important to girls after about age 12 than physical ability. At about this time they become greatly concerned with "glamour" and the rapidly changing fads of dress, hairdo, face make-up, preparation of the nails, and so on. Clearly, some of these fads and notions of beauty and vigorous sports activities are not compatible, so the physical activities are sometimes sacrificed. However, there are indications of growing sports-mindedness in women; and under the leadership of such women's groups as the National Section for Girls' and Women's Sports of our national association, there may very well be an increase of feminine sports-mindedness as time passes.

There is also the matter of physical fitness in the years after youth. The general pattern in our society is for people to become amazingly inactive after the school years. Here again there are indications that this violation of our historical tradition of much activity is having its effects in terms of premature aging of the organs and systems of the body. Persons who have studied the living habits of such people as the Swedes and exercise groups in the United States have observed that individuals who continue to be quite active after youth retain their ability to be vigorously active and participate in many kinds of sports and play well into their advanced years. Many physical education professors and physical activity leaders in Y.M.C.A.'s and other clubs have demonstrated repeatedly that pleasurable exercise and intelligent eating and resting habits can restore worn-down and nearly worn-out physical organisms to excellent fitness. Several of these leaders have taken individuals who were given as little as six months to live by their physicians and within a few months had them restored to a point of fitness which made death unlikely for years to come. Unquestionably, the human body does not have to become weak and heavy and degenerated in its middle or even later years.

Competence in a Wide Range of Sports and Other Physical Education Activities

There is a second category of physical objectives of physical education which has to do with disciplined bodily movement and which is closely related to the mental and social aspects of person-

ality. Do not be disturbed by such overlapping because it is to be expected, considering that the physical, intellectual, and emotional aspects are so closely interrelated, since they are merely different aspects of the same thing—the human being.

The physically educated individual is adept in a variety of sports and other physical education and recreation activities. We enjoy those activities in which we are reasonably proficient. Probably very few of you enjoy playing the Mexican game of *jai-alai* (called *frontón* in Mexico). Why? Well, to begin with, most of you have never played it. Only those of you who have achieved some mastery of golf skills enjoy playing golf. Thus we seem to be dealing with an important principle related to our physical education objectives. If people are to enjoy participating in an activity, they need to be reasonably competent in the skills involved. Consequently we must have objectives both in terms of the *number* of skills to which we introduce our pupils and the level of competence to be achieved so that they will associate a pleasurable experience with participation. One beginner at golf finished nine holes of play and then calmly bent each of his new clubs across the side of a tree. He had decided that if golf were to frustrate and upset him in the future as it had in that game, it was not a game for him. Of course he had had no adequate instruction in the game.

SKILLS COMPETENCE—FOR USE WHEN? We must reckon with another matter that is closely related to competence in a wide variety of skills. Some physical education teachers and coaches have stressed the very strenuous team sports in their programs and others have placed emphasis on the so-called "carry-over" skills such as golf and tennis which may be used in leisure later on in life. Our point of view on this subject is that we must develop competence in a variety of skills for use *now and in the future*. Indeed, we would state this as an objective of physical education: All individuals should be prepared by their physical education experience to participate in suitable and satisfying sports and other physical education activities now and in the future.

Those individuals who would sacrifice the strenuous and violent sports for the carry-over recreational sports for use in the future should pay special attention to the word *suitable* in the previous

sentence. What is suitable during one period of life is not necessarily suitable during another. The intensely competitive, vigorous, and perhaps violent sports of youth are certainly not suitable during the elementary school years; and they are similarly unsuitable during the advanced years. Still they are probably entirely suitable during the years of maximum youthful vigor. The youth has physical and psychological needs and capacities which are not so prominent during childhood or during the later years.

OBJECTIVES IN TERMS OF THE EMOTIONAL ASPECT OF PERSONALITY

For reasons which will be apparent later, we will pass over our intellectual objectives until we have first discussed emotional and social objectives.

Most of you, we suspect, have good reason to know that sports contests are highly emotionalized situations for both participants and spectators. For the participant, there are the excitements, apprehensions, "butterflies" in the stomach, and so on, which are commonly experienced before the contest; when play is in progress there are the thrills of making skillful moves and plays, the disappointments at being frustrated or bested by an opponent, the intense excitement of trying for final points before the game's end; and finally there are the after-play emotions, determined to some extent by how well you performed in relation to how well you think you can perform, but almost always the pleasurable emotions caused by the feeling that the time has been well spent. As for the spectator, he is likely to be swept by powerful feelings of excitement, joy, anger, and disappointment from the start to the finish of a good contest. In fact, we suspect that many fans find in their favorite sports many of the thrills, excitements, and vicariously experienced triumphs that are missing from the rest of their lives; thus sports are of great importance to them.

Now you may be surprised to know that it is possible to measure fairly accurately the extent of emotional upset in athletes before they participate in sports. The bodily changes that you have felt in yourself when you are emotional, including the pounding of your heart and the sweating of your hands—these and many

other things may be measured accurately. By taking measurements of the speed of heartbeats, of blood pressure, and certain other factors, we have been able to study the emotional upset of various kinds of athletes and to compare different types of sports in relation to how emotionally exciting they are to the participants. Similar means have been used to study the extent to which coaches and spectators become emotional. To all persons involved, sports have been shown to give rise to marked bodily changes indicative of emotional arousal.

From the point of view of physical education objectives, we see that there are some important things that we are anxious to accomplish in relation to the emotional aspect of our triangle of personality. We will group these objectives in two categories, as follows:

1. To provide *fun* and satisfying emotional release.
2. To develop in pupils an increased capacity to handle and control their emotions, *both as participants and as spectators*; in other words, to contribute to growth of emotional maturity.

FUN AND EMOTIONAL RELEASE. We feel that one of our most important objectives is wholesome fun. Certainly it is a mistake to take the fun out of physical education, as some people have done, in an effort to make it "educational." Moreover, we feel that it is a worth-while objective for physical education to provide opportunities for people to "let go"—to enjoy free, uninhibited, and vigorous movement. Rare indeed is the home that permits such movement. Classrooms do not. Neither do business offices or public streets. Still we have a natural hunger for activity, at least until we have so choked off the impulse that we can eat or lie down instead. Moreover, we have reason to believe that living our daily routines, submitting to the authority of bosses and teachers, holding back our impulses to fight and/or cry out—many of the restraints that are needed for social living build up in us a need to "let go": to strike, to lash out, to kick, to yell, and perhaps to smash. Of course we would find ourselves in jail in a hurry if we did these things in most places and under most circumstances. But sports and other physical education activities do provide just such

opportunities under controlled conditions and no one is the worse for it. Dr. William Menninger, world-famous authority on mental health, has expressed this thought in these terms: "Mentally healthy people participate in some form of volitional activity to supplement their required daily work. . . . Their satisfaction from these activities meets deep seated psychological demands, quite beyond the superficial rationalization of enjoyment. People now have little opportunity to express their aggressive needs, to pioneer, or to explore."⁵

A great many adults who are mentally and emotionally disturbed simply cannot "let go," and some medical people have wondered whether a lack of opportunities to let off steam in the joyful and free atmosphere that sports and games provide might not have been a factor in bringing about some cases of mental illness.

Be that as it may, we have known numerous intelligent adults, including psychiatrists (that is, physicians like Dr. Menninger who treat the mentally ill), ministers and priests, college professors and schoolteachers, and lawyers who felt that their sports or other active recreations were important to them personally as a means of retaining their own emotional balance. One of your authors once teased two lady psychiatrists who were doing handicraft in a Y.W.C.A. for the violence with which they hurled and cut their clay as they worked it for modeling. Their answer was: "Of course. One of our main reasons for studying clay modeling is to get the satisfaction of just that kind of release." On another occasion a minister stated that after putting in a day of counseling with troubled church members his own tensions would often become so severe that unless he participated in some form of vigorous recreational activity he found it difficult to be a decent husband and father to his family. In both instances working with people and helping them to solve their problems hour after hour gave rise to such emotional pressure in these professional individuals that they became desperate for an opportunity to "let go" and thus relieve their own nervous tensions.

This same principle applies to children as well as adults. *Physi-*

⁵ William C. Menninger, "Recreation and Mental Health," *Recreation*, November, 1948, p. 17.

cal education should be primarily a learning experience for pupils, but it also serves an important purpose as a refreshing relief from the confinement and routine of the classroom. In recognition of the importance of physical action for children, many modern elementary schools are built in such a way that each room has a door connecting it with the playground. In those situations, classroom teachers are able to take their children out for an activity period whenever they observe restlessness, boredom, or other indications of a need for action. Again we stress that physical education is primarily a learning experience in which bodily control and disciplined movement are taught; but its value as a means of easing emotional tensions at all age levels should not be underestimated.

EMOTIONAL CONTROL. It is likely that the only difference between you, as normal college students, and some young criminals confined in prison is that you are able to control your emotional impulses to a greater extent than they. You probably have experienced the same kinds of emotions that have led the abnormal individual to violence; but you have been able to hold your powerful and violent emotions in check. This is an extreme example, but it should suggest to you something of the importance of emotional control in modern society.

A very reasonable objective of physical education should be to help to develop in pupils an increased capacity to handle and control their emotions. In our sports and games, occasions are constantly arising in which someone bumps someone else, or slaps him, kicks him, wins out over or defeats him, and so on. The thoughtful physical educator is aware of educational opportunities offered in the play situation for young people, both as participants and as spectators, to learn to deal with their own emotional arousals *in socially acceptable ways*. He or she helps to guide the pupils in such a way that they learn to take pride in their ability to restrain themselves when necessary in order to abide by the rules of play and to behave like reasonable and decent human beings. After a moment's thought you will be aware of the difference in opportunity that the physical education teacher has in contrast with the classroom teacher. The physical educator has real emotionally

charged situations with which to work in order to teach young people to deal with their strong emotions. The classroom teacher can hope to do little more than talk about such things, which is a little like teaching chemistry without having access to a laboratory in which to try out what is learned in a lecture. Physical education has the laboratory.

Unfortunately, it cannot be said that physical educators and coaches generally are taking very great advantage of a good possibility.

For example, the runaway emotions and brutish behavior of many student spectators at varsity contests all over the country strongly suggest that we have failed to teach for more mature emotional behavior where our opportunities have been greatest. Indeed, a recent national survey of spectator problems in high schools indicated that the behavior of the coach during games is one of the main things that determines how the spectators behave. It also showed that very few physical educators or coaches are attempting to teach decent spectator behavior and are thus missing an opportunity to help students grow toward emotionally mature behavior.

Another aspect of "controlling the emotions" is becoming able to function effectively and intelligently in an emotionally charged situation. Athletic success hinges upon this ability and so does success in many other situations in life. Probably you have seen people become so emotional that they couldn't think. Very angry people tend to quiver, stammer, and perhaps even jump up and down—and only later think of all the clever things they wish they had said. Very frightened people sometimes reach the point of being unable to move at all. In other words, extremes of emotional upset must be avoided if the individual is to be able to think and act effectively. In the athletic and other physical education situations young people should learn that if they immediately put their minds to work on other things, such as game strategy, review of technique, or other matters, they can learn to nip the emotions in the bud, so to speak, and keep them from flooding and dominating their minds and bodies. This is a most important kind of knowledge in a world which constantly excites powerful emotions but at the same time insists that most of them be held in check. An an-

ecdote will illustrate this point. A misunderstanding occurred between the owner of a cleaning establishment and one of his customers. The cleaner became loud and abusive. The customer, who had been an outstanding athlete, was sure that he was in the right and began to grow very angry at this treatment. However, instead of attacking the cleaner when the cleaner continued to curse and even push him roughly, the former athlete was able to force himself to think what a ridiculous fellow he was dealing with and quietly left the shop. Within two hours the customer learned that the cleaner had died suddenly of a heart attack, a tragedy which might very well have been blamed on the customer if he had given way to his impulse to fight.

To help individuals grow in emotional maturity is an innocent enough sounding objective, but do not be fooled. This is one of our most difficult educational problems. In *Hamlet*, Shakespeare has Hamlet say to his friend Horatio:

Give me that man
That is not passion's slave, and I will wear him
In my heart's core, ay, in my heart of heart,
As I do thee.

And thus this greatest of English writers paid tribute to the man who is not the slave of his own emotions.

It is sometimes helpful to visualize your emotions as being forces within you which are in a struggle for power with your mind as to which is to control you, your reason or your emotions. All you have to do is to fall in love to discover what a powerful tyrant your emotions can be. But we don't suppose you'd know anything about that.

But our raw emotions are blind and unconcerned with the welfare of other people or sometimes even with our own welfare, for that matter. An adult without a reasonable degree of emotional maturity is sometimes as dangerous as a baby with a loaded shotgun. Thus, emotional maturity has to do with gaining increased mastery over our emotions—not, of course, eliminating them—so that we may behave as *intelligent* and civilized human beings rather than as savages or children in temper tantrums. And it is

our belief that with high quality teachers physical education can be one of the most important means in our schools for helping children and youths to become emotionally controlled and increasingly mature. When you become a teacher, success in achieving this objective will require the best teaching and finest personal example of which you are capable.

OBJECTIVES IN TERMS OF THE SOCIAL ASPECT OF PERSONALITY

We have pointed out and attempted to illustrate the fact that other personalities about us profoundly influence all aspects of our personalities. If we are to be happy and our personalities healthy, it is essential that our relationships with other people be of a certain quality. If reasonably good quality relationships are to exist, it is necessary that we possess many *social skills*. We and a great many other people in physical education and in the field of mental health are convinced that sports and other physical education and recreation activities offer some of our very best means for teaching vital social skills. As people learn to play together, a basis is provided for helping to promote a profound sense of social awareness upon which the Christian idea of the brotherhood of man rests.

Thus, you see, as a physical education teacher you will be concerned with teaching sports and other physical skills, yes; but you will also be deeply concerned with teaching skills of another kind: social awareness and social skills. (Social skills are also sometimes termed "skills of interpersonal relationships." Analyze this terminology to determine whether it is suitable for use in connection with our discussion of the triangle of personality.)

Before outlining some specific social skills that may be developed through physical education activities, let us first explain why we consider the gymnasium and playfields such excellent places for developing these skills.

Sports and other physical education activities are essentially social in nature. The team sports are obviously so. But so too are sports like gymnastics, wrestling, swimming, tennis, and golf. And

this is certainly true of the various forms of dance. Now it is important to note that when your pupils of the future come to your classes, to your afterschool recreation, or to your varsity sports, they are coming to participate actually in social experiences. If play is to be successful and satisfying, the personalities involved must possess or acquire considerable skill in dealing with one another. They must learn to work together in the interests of the team. They must learn to accept and respect the rules of the game that they play. They must learn that sometimes it is necessary to place the welfare of the team ahead of their personal desires. They must respect the rights of others. They must be loyal to their group. They must accept the authority of coaches, officials, and some teammates. Sometimes they must lead. They must think and plan with the group and for the group. They must learn to win and lose gracefully. And they must learn the many little politenesses and kindnesses which are the lubricants that reduce frictions and make possible the smooth and happy functioning of the social machine.

Now look back over this list of social skills which are "musts" in sports and other physical education activities. Do you see that it is just such social skills which are as necessary for happy and successful social living everywhere? It is for such reasons as this that we refer to this field as a "laboratory of life," *because it provides opportunities to learn these and many other essential things by actually doing them.* A certain level of social skills on the part of each contestant is absolutely essential if play is to be successful. You all know, for example, what the effects of a "poor sport" are upon an otherwise friendly game. A qualified physical education teacher and coach finds numerous opportunities to develop skills of interpersonal relationships which far exceed the basic essentials for successful play. Indeed, he considers the development of increased social awareness and social skills as objectives of his program and makes specific plans to reach these objectives. He recognizes that sports and other physical education activities can have a profoundly humanizing effect upon people in that players quickly learn to evaluate their teammates and opponents on the basis of

what they can do and what kinds of persons they are rather than on the basis of their looks, their race, their color, or their economic status.

We will have more to say about the role of the teacher in developing social awareness and social skills a little later on.

We have now reached the last side of our triangle—the mental and intellectual aspect of personality. In this discussion we will deal with objectives of four general types:

1. Mental health in relation to physical education.
2. Sports appreciations and spectator education.
3. Understanding the significance and uses of physical education.
4. Character education and value judgments.

We have saved mental or intellectual objectives until last because in several ways they pull together what has gone before. Be forewarned that full understanding will require your closest concentration, so do not attempt to read this section with one ear cocked toward the radio or with your mind partly occupied with the idea of going outside for a workout.

Mental Health Objectives

Mental health may well be America's number one health problem. The role of the schools in promoting mental health is primarily one of helping to develop healthy and competent personalities. Educators are concerned with discovering ways in which they can help boys and girls to become sufficiently healthy and skillful in ordering their lives to be able to cope with the ups and downs and stresses and strains of living without becoming mentally disordered.

There are many ways in which physical educators who are aware of the needs and possibilities can make important contributions to the mental health of their pupils. For example, the discussions of physical, emotional, and social objectives and values in the previous portion of this chapter pointed up many ways in which physical education may contribute to good mental health. Consequently, although we did not identify it in this way, we have already been

dealing with mental health to a considerable extent in this chapter.

Mental health is but one aspect of total personality health. Thoughtful physical educators miss no opportunity to teach their pupils that following the basic principles of physical health and fitness—that is, wise and moderate eating, adequate rest and sleep, and judicious and pleasurable exercise—provides a solid base for total personality health, including mental health. Every observant teacher is aware that malnourished, tired, or inactive children tend to behave in disturbed ways. That is, they are prone to be irritable, aggressive, and perhaps hostile, lacking in interest, or restless. And their learning efficiency tends to be far below what it should be. The same kind of thing is also true of adults. We have seen many cases in which what appeared to be symptoms of mental imbalance were quickly relieved when the basic principles of good physical health were observed. In some cases this has meant more sleep. In others it has meant wiser eating or more physical activity.

Another important factor in good mental health is a feeling of personal worth. This is an emotional consideration that has to do with how confident one feels he is to deal with life. You know how important it is to feel confident about yourself before an athletic contest. The same idea applies to that feeling of confidence to handle life in general. The skillful physical educator misses no opportunity to help young people to *earn* a feeling of personal worth and confidence by helping them to discover that they can do things well and that they deserve respect. Thus, teachers keep careful track of the achievement of their pupils so that growth in competence may be noted. Of course, the more talented and gifted individuals will show improvement more rapidly than the less gifted, but this is not the point. When you take a course in literature, is your objective to be the fastest and most intelligent reader in the class? No, you are far more interested in learning to get as much as possible from your reading for your own information and pleasure, regardless of whether you are best, worst, or in the middle of your class. So it is in sports and other physical education activities. Especially in childhood and youth when interests and social growth are so closely related to the various forms of play, the self-respect gained by one's knowledge that he is competent to gain reasonable

mastery of skills and to win the respect of the group as a participant is an important aid to mental health.

We have made reference to "social growth" and the "group" in the previous sentence. Social considerations are of great importance to mental health and some of the very worth-while contributions that physical education can make to mental health are in terms of the social aspect of personality. Mental health is not a matter of being able to win a popularity contest; still, a reasonable degree of social acceptance is essential for mental health. Much of our previous discussion in relation to the social objectives of physical education was closely related to mental health. You probably recall the examples of the terrible effects of a poor social environment upon the minds and bodies of children. Throughout life a healthy mental state is dependent to a large extent upon whether one is "accepted" by the social group within which he lives.

To be an accepted group member one must have social skill or social know-how. We know that most children acquire a great deal of their social skill through group play; the more fortunate ones have had the benefit of parents and teachers who did not leave this matter to chance, but instead made the acquiring of social know-how a part of the educational process. Individuals who fail to develop social skill are, of course, socially awkward and handicapped to, perhaps, a greater extent than physically impaired persons. That is, they do not know how to deal with other people, to adjust to them or to enjoy them. They tend, instead, to withdraw from the group or to declare a state of war with it. In some cases they withdraw to intensive intellectual or artistic work and occasionally win respect and admiration because of their achievements in those fields. Much more commonly, however, they withdraw from the group and either daydream and thus enjoy an unreal world of their own imagination, or else they brood about how unjustly they are treated by the group and grow to hate the group. These days teachers are taught to be on the alert for withdrawn and highly anti-social children, for unless something is done to help them they may be on their way to becoming mentally disturbed persons who will be exceedingly difficult to help as they grow older.

Now there is no question that one of physical education's great

contributions to the mental health of both children and adults is along these very lines of teaching social know-how. For, you see, play brings people together in happy activity. Getting along with and working with others is an essential part of play. Neither children nor adults just get together to do nothing in their leisure time. They get together to *do* things, and the social interaction that goes along with play is one of the reasons for playing. Notice that here again through our sports, dance, and other skills, in teaching we have a unique opportunity to teach skills of good and happy living, and these are vital to mental health. On many occasions we, and all experienced physical educators for that matter, have seen children, young adults, and older people changed from withdrawn and timid or perhaps coldly antisocial individuals into happy and well-liked group members simply because someone taught them *how* to play. It is for this reason that a noted psychiatrist pointed out that physical education and recreation have "not only played an important part in the treatment program of many mental illnesses but they have been a considerable factor in enabling former patients to remain well. Therefore, psychiatrists believe that these activities can also be valuable preventives of mental and emotional ill health."

Even though we have important mental health objectives in physical education, few physical educators regard themselves as being mental hygienists as such. Our work is with "normal" persons, some of whom have many problems. The treatment of the mentally disturbed is a complex problem which requires the attention of medical specialists. The task of the physical educator is to help all boys and girls to make good adjustments to the world about them and to avoid behavior which tends to lead toward mental disorder. Following is a striking example of how a skillful physical education teacher handled a situation in such a way that he made a profound contribution to the mental health of a college freshman.

At the beginning of a semester at one of America's leading technological institutes, the physical education director, whom we will call Mr. Grange, received an appeal from a brilliant young man who wanted to get out of the required physical education program.

On the strength of being a hunchback the student had always evaded activity programs; but in this case the request was denied because of the director's conviction that some worth-while physical education activity could be found for all students.

The director looked into the case before proposing sports activities, and discovered that in addition to his physical impairment, the boy was known for his sarcastic and highly antisocial attitude. He seemed, literally, to hate people. His physical limitations were so great that it was some time before Mr. Grange was able to decide upon a suitable activity for him; but finally he placed him as coxswain for the crew of a racing shell. (As you may know, the job of the coxswain is primarily to set the rhythm and pace of the oarsmen, so of course he is a key person of the team.) The angry and protesting young man was taught the basic idea and skills of his assignment, and almost overnight those who knew him saw him begin to change.

Yes, in a short time he literally became a "new person." What had happened? He had quickly developed a set of skills which were pleasurable and satisfying to him; but, more important, *for the first time in his life he was truly a group member.* He did his job well and thus won the respect of his crew. His skill was the means whereby he won respect and acquired social status; he "belonged," and he became a vastly more mentally healthy person than he had been. (What other factors do you see in this anecdote? Would you say that the student's antisocial attitude was probably due to his having little in common with other young men? As a teacher, do you feel that you will be obligated to offer a program that will meet the needs of *all* pupils?)

A further essential aspect of mental health is a frank and objective acceptance of the facts of experience, whether or not the facts be pleasant. Thus, it is typical of the mentally disturbed individual that he twists the facts, to one degree or another, to suit himself. In extreme cases in which an individual finds that the realities of life are too distasteful to him, he simply withdraws from them and may live in a pleasant world of his own imagination. Such is the withdrawn schizophrenic or split personality who is so out of contact with reality as healthier people see it that he must

be confined in a mental institution. Less seriously disturbed persons may twist reality less drastically to fit their tastes, but they may resort to some fairly elaborate tricks of thinking of their own.

For example, they may go to considerable lengths to avoid having to blame themselves when things go wrong. You've probably heard the story of the mother at the military parade who said of her son: "Isn't he wonderful? He's the only soldier in the army who is in step!" The neurotic person is prone to think that he is the only one who is in step. It's always the other fellow who is wrong.

Mental tricks may take other forms. An individual may be extremely boastful to win the social status he desires. For example, a group of small boys were on a target-shooting expedition and the oldest and largest of them talked continually of his vast shooting experience, his knowledge of guns, and his marksmanship. But when it came actually to shooting, the physical educator who was leading the group was amazed to find that the boaster didn't know how to hold the rifle, was frightened by the noise of the discharge, was the worst shot, and was a real safety hazard on the range. Boastfulness was quite plainly an effort to conceal inadequacy from the others, and perhaps from himself. The boy showed no improvement until the physical educator patiently worked with him, encouraged his efforts, and got him to realize that his status in the group was not jeopardized by his inexperience with weapons. He was then able to concentrate on shooting rather than on twisting the facts.

Another possibility is that an individual may blame other persons and things when he fails to do well or when things go wrong. For example, the inept carpenter may throw down his hammer and curse it when he hits himself on the finger.

Now the significant point about the mental tricks that some people play is that they are symptoms of disturbed mental health *when the person playing them begins actually to believe them himself*. When he begins to believe his own nonsense, it means that he is protecting himself from having to see and accept his own inadequacies and faults by believing that everyone else is at fault, that he is the only one in step, or that the world is against him.

Faulty, defensive thinking of this kind may become established as a habit during childhood. We may illustrate such a development in this way. Let us suppose that a child avoids getting into trouble or being blamed for something by telling his mother or teacher that he was unsuccessful or did what he did because someone interfered with him, teased him, wouldn't play with him, or picked on him. Suppose also that although this is not what actually happened, the child is successful in "fooling" his parent or teacher; and thus he avoids blame and punishment and the need to face up to the real difficulty. Success in escaping blame may tend to encourage a similar response from that child in the future. Then, because truthfulness is a desirable and praiseworthy trait and dishonesty is not, the child may begin to believe his own stories in order to avoid having to think of himself as a dishonest, undesirable, or unacceptable person. Thus he may form the habit of believing his own nonsense—of playing mental tricks on himself. And thus a sick way of thinking becomes firmly rooted.

Specialists urge people who want to remain mentally healthy to make an honest evaluation of themselves and to carefully and honestly weigh their so-called "assets and liabilities"—that is, their strong points versus their weak ones. In other words, if one is not an Einstein, a Lincoln, a Mozart, a Jim Thorpe, or a Babe Ruth, he may as well admit it to himself and the rest of the world. Also, he may as well begin cultivating the strong points that he does have and overcome, if possible, his weak ones. Thus it was that Glenn Cunningham became one of the world's great runners after having been told in childhood that he would never walk again. And thus it is that determination and hard work have carried numerous ordinary people to unordinary physical and mental performance. Distorting the facts of reality can bring about only imaginary improvements. But a healthy relationship with reality can bring about real improvements.

One reason why physical education is considered important in relation to mental health is that it provides natural situations for encouraging pupils to face reality squarely. A young person can either handle the ball properly, perform the stunt, support the pyramid, or swim the necessary distance—or he cannot. Many chil-

dren are forced to deal with life situations which are very difficult, perhaps impossible for them to handle; but the well-conducted physical education program is geared to his capacity. He is challenged, but not doomed to repeated failure. For this reason he is not likely to be tempted to lapse into self-deception in order to retain his self-respect.

Moreover, success in any physical education activity depends upon making continual objective self-appraisals and receiving the careful appraisals of the teacher and coach. In other words, assets and liabilities are carefully considered and criticism is welcomed rather than dreaded because it leads to the desired objectives: improvement and successful performance. The young athlete learns that success depends upon finding and analyzing and correcting his faults. He wants to find his faults and, therefore, is not encouraged to twist the facts so as to conceal his faults or shortcomings.

The spirit of the physical education situation is also important in this connection. True, activity is serious and whole-hearted whether it is at the class or varsity level. But it is also good-humored and essentially joyful. In the properly conducted program, teammates and opponents are accepted for what they are; and if they are willing to make an honest effort, they are helped, encouraged, and praised by their companions as well as their teacher. Circumstances thus favor self-acceptance too—a critical and honest self-acceptance it is true, but healthy self-acceptance based upon reality rather than fact-twisting. In physical education, no one is interested in excuses but in performance and the improvement of performance. Thus, a premium is placed upon an honest and objective dealing with reality. And such a situation may well serve to help young people to form habits of healthy thinking. Of course, this is especially true if physical educators and coaches see such possibilities in their work with children and youth.

A great deal more could be said on this subject of mental health in relation to physical education. In class discussions you may with profit examine the question of balancing work with play in the interests of mental health. You may study the problem of how the physical educator can teach pupils to make the most of their physical equipment without feeling inferior because they are not all

built like champion athletes. You may think out ways in which pupils who are below average either in physique and stamina or in knowledge of skills can be helped to greater mental health in a physical education program. Bear in mind that few people are actually "motor morons" but many are "motor illiterates." You may also consider ways in which the physical educator may encourage healthy habits of thinking in his pupils.

Let us turn now to other objectives of a mental or intellectual kind.

Sports Appreciation and Spectator Education

In recent years there has been a growing tendency for physical educators to include instruction in sports appreciation as a part of their offering. In this type of teaching, by means of written materials, lectures, films, demonstrations, and discussions, an effort is made to help every student acquire a basic knowledge of many of the popular sports. In programs of this kind varsity coaches are commonly invited in as guest speakers to present that information about their sport which is deemed necessary for intelligent watching of the game. Athletes often serve as demonstrators, particularly in such sports as wrestling, gymnastics, and fencing. Modern dance is also sometimes presented in this way.

There is a tremendous need for instruction in sports appreciation in our schools. As people with a long-time interest in sports you may not realize it, but there is a surprising ignorance of even the commonest sports among large numbers of the high school and college spectators. For example, one coach who was teaching a group of college freshmen the essentials of football from the spectator's point of view began the period by giving a short, elementary test on the fundamentals of football—only to those students who regularly attended football games. The coach gave the test to make the point that most spectators really don't know much about what's going on during a game; but even he was amazed at the ignorance of not only the girl fans but the boys as well.

In order to fully appreciate the importance of teaching for greater appreciation of sports, it is necessary to understand something of the importance of sports in American life. Although very

large numbers of people participate in sports each year, a much larger number are sports spectators. Most participants take pleasure in watching outstanding performers, just as musicians take pleasure in listening to exceptional musicians perform. But large numbers of people who for some reason cannot or will not participate in sports are also ardent spectators. Some psychologists believe that many of these people have few or no other outlets or diversions and that sports are very necessary for them. (See the section on objectives of an emotional kind for a discussion of sports as an emotional outlet for people.) In all events, as Dr. Frederick Cozens, one of the outstanding physical education leaders of recent years, has pointed out: we should certainly be aware of "the role which spectator sports *do* play in our culture in providing a joyous and satisfying experience for many millions of our fellow citizens."⁶

In other words, the spectator sports are important to the American people, just as music, dancing, and art are, and they are an important part of our American culture. They should be more generally appreciated in this light. One of the worth-while things that we can do for our pupils is to teach them enough about the fundamentals and strategies of a variety of the popular sports so that they may enjoy the advantages of this form of recreation more fully during the school years and later in life. To be an intelligent sports spectator is to have one more resource for good living. Thus, we state growth in sports appreciation as an objective of physical education.

You hear a great deal about "spectator problems," and we have all seen some pretty ugly sights in the grandstands at athletic contests. There are undoubtedly a number of reasons for spectator problems, including a common failure on the part of coaches, physical educators, and schools in general to help young people think out what is desirable and what is undesirable behavior. But

⁶ Some of the most interesting reading that you can do on this subject is the article by Frederick Cozens and Florence Stumpf from which the above quotation is taken, "American Sports from the Sidelines," *Journal of the American Association for Health, Physical Education and Recreation*, November, 1952. Better still, we recommend their book, *Sports in America*, University of Chicago Press, 1954, for a much more extensive survey of the role of sports in our country.

we would like to suggest a less widely appreciated cause. This is ignorance of the game. Generally speaking, the high school and college sports spectator who is able to follow the finer points of play is too much absorbed in the skilled performance, the unfolding of strategy, and the keenness of competition to engage in rowdiness or vicious horseplay. He knows enough about the game to watch it and enjoy it all the more because he appreciates the drama of what is taking place. On the other hand, the spectator who is ignorant of sports sees only the more obvious and spectacular developments. He is looking for excitement, and not being able to find it in every play of a game, he begins to create a little excitement of his own. Thus, we feel that the informed spectator is not the troublemaker, and that greater emphasis upon sports appreciation as a part of spectator education will do much to solve our spectator problems.

Understanding the Significance and Uses of Physical Education

Let us say that you, a qualified man or woman high school coach, are prescribing a conditioning program for an athletic team. You probably outline a schedule for practice, for exercise, for sleeping, and for eating. In a word, you present to your athletes some of the basic principles for improving their physical fitness. But in addition to being a plan for the young men or women to follow during the particular sport season, it should also be a very important kind of *learning experience* for them which they can use to build and maintain their own and perhaps their family's physical fitness and efficiency in later years.

Notice carefully what we are saying: You will not only be attempting to make your teams fit but also to teach them what is involved in fitness and what the values of fitness are. You will be teaching the principles and significance of fitness.

Thus, a major type of physical education objective is to teach the meaning and uses of the experiences of sports and other physical education activities. Animals can be taught to *do* things; we can train animals to be fit for racing, carrying heavy loads, and so on. But only human beings can *understand*; and one of our greatest and most challenging tasks in physical education is to teach young

people to understand the meaning and value of physical education for rich, vigorous, and healthful living. We sometimes refer to the teaching of meanings as "intellectualizing" the physical education experience.

In the foregoing illustration in which you are described as a coach outlining a plan to build the physical fitness of a team, we were thinking about "intellectualizing" principles of physical fitness, that is, getting your athletes not only to *become* physically fit but also to understand what physical fitness is, its importance, and how it may be maintained. At this point you can probably see very clearly that this same kind of intellectualizing can be applied to the objectives of all aspects of our triangle. Remember that our purpose in education is not to train children and young adults just to obey teachers, coaches, parents, and other authorities or just to follow rules. What we are more deeply concerned with doing is *improving each pupil's ability to direct himself intelligently*. He cannot do this unless he understands. We help him to understand by stressing the mental aspect of our teaching and helping him to intellectualize the entire experience. We feel that by the time young men or women finish their schooling, they should not only possess such things as: a quite adequate physical development and competency in a variety of sports and other physical skills; reasonable emotional stability and emotional control; a great deal of social skill and social awareness—but also they should *understand* the importance and the uses of these things and their underlying principles. Such persons are physically educated in the very broad sense. Not only are they healthy and physically fit, but also they know how they became so and how to remain so in the future—and how to develop these qualities in their own children when they have families. They not only know many leisure-time skills, but also they know the value of using them for healthful and good living in their free time. Similarly, they understand the importance of disciplined emotions and of the skills of interpersonal relationships. In other words, they do not behave like well-trained animals but with the reasonableness and judgment of well-educated human beings.

So far you have seen how, step by step, we relate our objectives

to the various aspects of the total personality or whole child. We have attempted to list specific physical, emotional, social, and intellectual objectives which may indicate to you the tremendous contribution that physical education experiences can make to the lives of children and young people. We have stressed the importance of the intellectual objectives because it is in this connection that we attempt to develop understandings in our pupils as to the meaning and value and uses of physical education in modern life.

Finally, let us turn our attention to a most important objective and concern ourselves with the role that physical education should play in the development of what is commonly termed "character."

Character Education and Value Judgments

Character has been defined in many ways and so is likely to mean different things to different people. To some people character is an inborn quality; to others it is something that is shaped by environmental pressures such as those in the home and neighborhood; and to still others it is primarily a matter of how one's endocrine glands happen to work.

As we use the term in the following discussion, character is interpreted as being an essentially *intellectual* consideration. We elect to view it in this way because it has to do with choosing among various possible courses of action when the *best* course is sought. In other words, it has to do with making decisions on the basis of one's value judgments; and thus it reflects our notions of what is important in our profession, in our relationships with other people, and in life generally. Your value judgments reveal the kind of person that you are, for they determine your behavior whenever you are free to do as you choose.

We may illustrate these points with the following practical examples. A coach must make decisions as to whether to allow an injured player in the game, neglect his teaching assignment so as to put more time on his coaching, attempt to use pressure to make a star eligible, encourage excessive specialization of athletes at the expense of their having a broad physical education experience, advise an athlete into an easy academic major rather than the most

suitable one for him, and so on. In making such judgments, the coach must make deliberate choices. And in these intellectual acts he manifests his character.

We are well aware that many factors are involved in character and character education. Emotional considerations are important, for if one is emotionally aroused values may become confused, intellectual functioning may be made less efficient, and the emotions may keep the more ethical and educationally sound choice from being made. Thus, in his eagerness to win, the coach may do things he would not ordinarily do—just as the angered diplomat may destroy a peace conference because his emotions get out of control.

Similarly, social considerations are important. The person who is lacking in social awareness, who thinks only of himself and has little or no awareness of "the brotherhood of man" cannot be counted upon to look beyond his personal interests when he makes a value judgment. And on the other hand, the ethical and truly human individual considers the welfare and progress of the human race his personal business; and his attitude is reflected in his value judgments. So it is that the social as well as the emotional aspects of the human being are involved in character.

But in the final analysis, character comes down to the act of making judgments, whether or not they are mature, calm, socially aware, and educated judgments. It is for this reason that we deal with character as an essentially intellectual matter and discuss it in relation to the intellectual aspect of personality rather than the emotional or social aspects. In any event, we are convinced that the physical education experience provides a setting and an opportunity for growth in making mature and socially aware value judgments.

Let us approach the problem of character development with a question. Before reading further in this section, spend some time thinking about this problem: 'Of all the people whom you know, which one do you believe has the 'best character'?"

Now, describe the person you have selected and explain why you believe his or her character is exceptionally good. Consider such

points as these: Does the person of your choice tend to make his or her family, school, or community a more civilized and decent place to live in? Is your selection a just and honorable kind of person?

Now, take into account the kinds of value judgments the person you have selected makes: that is, when faced with a difficult decision would you expect him or her to take the easy way out or to do what he sincerely considers to be the *right thing*, regardless of consequences?

If you have given careful thought to these questions, you are probably ready to deal with the discussion which follows.

When speaking of "character," many people refer to a group of habits which tend to be typical of someone's behavior. That is, they think of a person of good character as being one who has the habit of truthfulness, the habit of loyalty, of bravery, and so on. We are inclined to object to this idea of character because it is unjustifiably simple and because it is very mechanical. It commits people to a set course of action just as a toy train is committed to the action set by its tracks. Far from being simple or mechanical, character is very complicated, and it must be flexible enough to deal with rapidly changing circumstances. We suspect that the person whom you selected as being a person of "good character" was not a particularly simple or mechanical kind of person, in the sense that you always knew in advance what he or she would do. Here are some questions for you to think about as you test the idea that character is a matter of simple habits. Would you lie to criminals to save a loved one from harm? Should Adolf Hitler's lieutenants have been loyal to him when they discovered that he authorized the execution of thousands of people each year? Would you steal if your family were starving? Should you coöperate with individuals who are doing something that you think is not right?

Now if you attempt to answer the questions raised in the previous paragraph, you will find that you must compare two or more possible courses of behavior, and then make a choice between them. As we have said, it is exactly in terms of *choice making* that we will discuss this matter of character. In other words, if you want

to get some idea of your own character you must ask yourself, "What kinds of choices do I make?"

Making choices is sometimes not a simple thing to do. Many people prefer to live in a country governed by a "strong man" or make a career of the army in order to avoid the necessity of making their own choices. Someone else does most of the job for them. Some people like to go to church, not so much for the religious inspiration, as for the opportunity to let someone else make their moral judgments for them. Indeed, if you believe in being responsible for your own choices and in making the wisest possible choices, you automatically commit yourself to a great deal of thinking—thinking about human values and what is really important to you in life. A famous writer once remarked that the main trouble with people is that they know the price of everything but the value of nothing. Character has to do with values and behaving in terms of value judgments.

It has been our observation that parents and teachers spend far too much time telling children and young people what to think and what to do, and far too little time teaching them how to think things out for themselves. An illustration will make this point clear. A mother read that for the protection of the eyes, people should not watch television in totally dark rooms. Consequently she instructed her son to always turn a particular light on in the living room when he watched television, "so you won't hurt your eyes." The boy did as he was told, and never failed to turn the light on, day or night. In his mind there was some sort of magical relationship between that light and his eyes, and whether the room was dark or not he had to go through his little ritual of switching on the lamp. The boy was not taught a fact and its implications so that he might make intelligent use of his knowledge. He was wound up like a mechanical toy to run in a particular way.

Parents and teachers tend to assume that after the school years our young people will, as if by magic, become thoughtful and *self-directing* citizens, that is, good choice makers. In other words, we are prone to try to do the thinking for them, but then we expect them to be thinkers after graduation. We seem to believe that we are doing our job if we give them "the answers," as though we

knew all the questions they would meet in life. We seem to think that if we have told them what is right and what is wrong, we have done our duty.

Although we should really know better by now, we "teach for character" as though in life all possible choices were clearly labeled "right" or "wrong"; whereas, as a matter of fact, the most intelligent and human of people meet problems requiring moral and other value judgments every day which even they cannot be entirely sure about. Actually, our task is not to teach all the answers, but rather to teach young people to think their way through their own problems so as to be able to come up with as honest and decent answers as possible. Thus our efforts in character education center about two main problems: (1) helping young people to acquire guiding principles of good human behavior, and (2) helping them to form the habit of thinking through their problems carefully, making what they believe to be the best (and not necessarily the easiest) choices, and behaving accordingly.

In physical education, neither the "free play" nor the "I will give you all the answers" approach to "character building" can be counted upon to help young people to become better choice makers. The good teacher and coach works in quite another way, never missing an opportunity to encourage pupils and athletes to think their way through situations in order to make value judgments, that is, to make wise and good choices. For example, in physical education and athletics young people are forced to make choices in regard to such questions as: "Shall I keep the training rules?" "Even though I am behind in points and very tired, shall I continue to try or shall I give up?" "Shall I attempt to help, teach and encourage classmates who are inferior in skills or shall I try to get them out of the game?" "Shall I work for the success of my team or am I more anxious to be the star?" "Shall I violate the rules or the spirit of the rules when the game is close and the officials aren't looking, or shall I consider the rules necessary for successful play and respect them at all times?" "How shall I react to victory? To defeat?"

These and numerous other situations are a part of the physical education experience and they call for value judgments, for they

have to do with self-discipline, perseverance, coöperation, social awareness, and the need for law and order. The teacher's job is to lead pupils to make well-thought-out choices in regard to these questions, not to answer them. For example, at the proper time, individual and group discussions are held and behavior is evaluated. On the playfield, young people can be helped to form the habit of thinking and behaving in a highly civilized way; and this habit can be extended to other and later life situations. The really qualified teacher of physical education makes this relationship between the sports situation and other and later life situations perfectly clear and misses no opportunity to use these choice-making situations as a means to help young people grow in their capacity to be responsible citizens. In a few years they will be adults in the community—the citizens: the parents, the grocers, ministers, carpenters, politicians, policemen, physicians, teachers, and the rest. It is our hope that partly by virtue of their physical education experience they will be better prepared to be people of character, people who make wise and honorable choices and who are willing to accept responsibility for what they do. This is the kind of thing that all our great religious leaders, including Christ, have asked of people. And it is the kind of thing that you can help to cultivate as a teacher of physical education.

Some people seem to be under the impression that if a coach is interested in building a winning team he cannot be interested in building character. After a bad season, coaches have been known to remark: "We were building character this year." And at the start of a season new coaches have sometimes stated: "We're through building character. This year we build a winning team!"

We consider this a most unfortunate point of view which stems from an ignorance of what the role of physical education is. Striving to win and to build character should actually go hand in hand. The coach has *both* as objectives. You don't have to make a choice between the two. You strive for both. But you, as an educator cannot be satisfied to win *only* in terms of the scoreboard. You must ask: "Win what? And how?" The scoreboard does not tell the whole story of winning and losing, by any means. Of course you want your team to win in terms of points, and

you do everything possible (within the spirit of the rules) to help them to do so; but also you want them to win—you teach them how to win—in terms of developing the highest qualities of character through preparation and participation. No, we can never be accused of being against winning. We want to win more than the wildest fanatic. Much more.

Here again is one of physical education's opportunities to serve as a laboratory of life in which young people can learn many of the skills of good and ethical living. There seems to be little question that we can be a most important educational force in helping young people to evolve standards of ethical behavior, teaching them to utilize their minds skillfully in solving their problems, and giving them an opportunity to practice doing so. Numerous opportunities arise after play and competition when the teacher may help his boys and girls to think through and evaluate their behavior. And here again, whether we contribute what we can to the youth's preparation to be an intelligent citizen in a democracy depends largely upon us, the teachers.

In the brief chapter which follows we shall discuss somewhat more fully the role of the teacher in relation to attaining the objectives of physical education.

QUESTIONS FOR DISCUSSION

1. What are the two major types of contributions that physical education can make to the physical aspect of personality?
2. Why can we say that physical ruggedness is a part of the heritage of modern man?
3. How would you account for the fact that the level of physical vigor of most individuals drops off rapidly after the school years?
4. Why is it desirable to be competent in a variety of sports and other physical education activities?
5. During what period of life is the learning of sports and other physical education and recreation skills most necessary?
6. According to such specialists in mental health as Dr. Menninger, what are some ways in which physical education and recreation activities may contribute to mental health?
7. How might physical education activities help to encourage emotional control and growth in emotional maturity?

8. In what ways does the idea of "learning by doing" apply to working toward the emotional and social objectives of physical education?
9. What do you consider to be the most important social learnings that may take place in physical education situations?
10. What is meant by the argument that sound physical health is an important factor in mental health?
11. How might the physical education teacher help pupils to develop a feeling of personal worth and competence?
12. How is skill in play and sports related to social "know-how" and to mental health?
13. Why is importance attached to teaching for sports appreciation?
14. What are some of the basic causes of so-called "spectator problems"?
15. What is meant by "intellectualizing" the physical education experience?
16. Why is it important that the physical educator be deeply concerned with improving each pupil's ability to direct himself intelligently?
17. Why is character associated with value judgments?
18. What is meant by the statement that character is a matter of making choices?
19. Why is it important that pupils be taught to think things out for themselves rather than simply to follow rules of how they should behave?
20. Why does physical education have such rich possibilities for character education?

SUGGESTED CLASS ACTIVITIES

1. Invite a guest speaker to discuss some of the major effects of exercise upon the body; or form a committee of interested students to read on this subject and report back to the class.
2. Have a panel discussion on the subject: What is a desirable level of strength and stamina for (1) junior high school boys and girls, (2) senior high school pupils, (3) college students, (4) adults after the school years, and (5) persons in their later years? (When a need is seen for further information on these subjects, special interest groups may accept responsibility for doing further reading and reporting back. See the reference list.)
3. Discuss factors in modern living which tend to keep children and adults from reaching desirable physical performance levels. Also,

raise the question: Are there influences which tend to improve the physical performance level of the American people generally or of special groups?

4. Form committees to visit several schools representing each school level in order to get an idea of the girls' interest in sports in the different grades. Form a panel group from these committees to discuss the findings of the committees. At what grades do physical education activities seem to be most popular with girls? Least popular? At what grades did the teachers report greatest efforts to "get out of gym"? Why? (From time to time suggestions for visiting schools will be made. Keep your eyes and ears open and keep a small notebook handy so you can easily jot down important points as they appear. Also, it is well to keep the names of the schools and teachers.)
5. Form a committee to visit and report on a Y.M.C.A. or other club where older people go for workouts. In what kinds of activities do the older people participate? How fit did the older participants seem? What was their attitude toward exercise? What were their views on rest and diet?
6. Discuss the question: What physical education skills should every person possess? Be prepared to justify your argument. How would you take into account both present and future needs of young people?
7. Invite a person who is qualified to do so to speak to the class on the role of sports and other physical education and recreation activities in emotional health.
8. With the entire class participating, make a collection of cases in which examples of good and poor emotional control have been observed in sports situations. Also, give examples in which individuals have given evidence of improvement in emotional control and maturity due to participation in sports.
9. Select an especially interesting case and have a panel of students discuss it from the point of view of the role that the physical educator or coach might have played in helping the sports participant or spectator to grow in terms of emotional control and maturity.
10. Discuss the difference between having social skill and having social awareness. Raise the question: Is it possible for individuals to have great social skill but little social awareness?
11. Discuss the argument that physical education is a laboratory in

which important social skills and social awareness may be learned and put into practice. Use examples to illustrate your point of view.

12. Discuss ways in which physical educators can make specific plans to achieve social objectives in their classes and in their coaching. Locate a physical educator who considers these objectives important and invite him or her to speak to the class.
13. Form a panel to discuss specific ways in which a good physical education program can help pupils to earn a feeling of personal worth.
14. Analyze your favorite sport in regard to the social know-how which may be developed through it.
15. Form a committee to be responsible for listing materials which would be useful in a program of spectator education. Also list the sources where these materials may be located. Consider such sources as the American Association for Health, Physical Education and Recreation, the Athletic Institute, The National Recreation Association, and various sports associations. (You'll find their addresses in their publications.)
16. Show some sample spectator education materials in class for discussion and evaluation.
17. Form a panel to discuss the basic understandings of physical education that a physically educated individual should have.
18. Discuss specific ways in which pupils can be encouraged to think things out for themselves in physical education situations.
19. Enumerate specific events and situations in physical education which may be used to improve value judgments. How might pupils be encouraged to think their way through some of these? Give examples, where possible, which demonstrate how physical education may serve as a "laboratory of life."
20. Form a small panel to discuss the question of whether the coach is responsible for building good teams or building character.

Teaching for Our Objectives

It is generally believed that the various forms of play and sports have a desirable effect upon the character and personality of those who participate in them. For example, a comment of the famous German educator Friedrich Froebel about a hundred years ago is typical of this point of view: "It is by no means . . . only the physical power that is fed and strengthened in . . . games; intellectual and moral power too, is definitely and steadily gained and brought under control."¹ The serious physical* educator and coach is likely to be pleased and agree happily with this idea that sports and or athletics "build" character or personality. Still, in all honesty we must confess that this seems to us to be a very dangerous idea and one that we should be very cautious about accepting at its face value. After what we have said before, does this surprise you?

Yes, we believe that we must be very cautious of the glib assumption that children and young people automatically acquire wonderful personalities and fine characters if they play and take part in sports and other activities. Why? In the first place, we have seen too many young people actually *damaged* by physical education and athletic experiences. And so, probably, have you. We have seen boys hurt physically because of their coach's neglect, ignorance, or mistaken idea that they, the coaches, were hired to produce winning teams rather than to teach boys and girls. We have seen numerous physical educators and coaches give their

¹ In Fraley, L. M., et al, *Physical Education and Healthful Living*, Prentice-Hall, 1954, p. 7.

athletes utterly wrong ideas about the principles of diet, weight control, and other aspects of physical fitness. And worse still, we have heard "physical educators" teach their athletes how to cheat cleverly and even how to inflict injuries upon opponents in order to win. This could very well be called character building in reverse.

Therefore, on this question, does physical education build character we have been forced to conclude: "It ain't necessarily so." You simply cannot count on it. Sports and other physical education activities can and should contribute to character and personality development but they *may* not, depending. . . .

Now if our objectives are not automatically achieved just because of participation in activities, what would you say is likely to be the factor which will determine whether they are or not? Yes, satisfactory play areas are important. Equipment is important. But we believe that beyond a shadow of a doubt, *the teacher* is most important. You and the quality of your teaching will determine to a great extent whether or not your future pupils will have their personalities and characters "built" by physical education.

How simple it would be for you and for us all if play, just play, could be counted upon to do the job alone. If that were so, "free play" would be entirely adequate for young children; and a year or so of intensive study of sports skills and rules and how to teach them would probably qualify you for a job as physical educator and coach. There would be no need for you to go to college for at least four years in order to become a person of culture and refinement. There would be no need for you to study psychology, nutrition, physiology, education, or the philosophy and principles of physical education.

However, if you have read the previous chapter on physical education objectives carefully, you can easily understand that our job is not merely to teach skills, however important they may be. We have objectives in common with education in general and we are interested in contributing to the development of the "whole" child or youth. Among the most significant things that the physical educator needs to do is to teach young people the applications and uses of what they learn in other and later life situations. As

we have pointed out, some of these "carry-over" learnings are sports skills which may be used to enrich leisure time when alone, as a family member, and so on. Others of these values have to do with carrying over learnings about the principles of health and fitness. And still others of these carry-over values have to do with utilizing social skills, standards of decency, self-discipline, emotional control, attitudes toward opponents, toward rules, toward victory and defeat and the like, in other and later life situations. It is values of the latter kind that people usually think of when they speak of physical education or athletics "building character."

Now it is perfectly clear that strength developed in physical education may be used in places other than the gymnasium. And tennis skills learned in classes can certainly be used elsewhere. But how about such things as knowledge of good diet for fitness—will pupils *use* this knowledge acquired in physical education in other and later life situations? And will the character traits which are learned and used in sports be carried over?

This question brings us to a very basic problem which has been argued in this field for many years: Do people "transfer," that is, carry over, learnings such as sportsmanship from one situation into another? To put it another way: Are men and women more likely to respect and obey laws of society because they learned to obey the rules of sports and games? Are people more likely to be honest and fair in their lives generally because they learned to be honest and fair in sports competition? If you learn to be courageous and persevering in sports, will you transfer this learning and tend to be courageous and persevering in your schoolwork and in your future lifework? How would you answer these questions?

THE CRITICAL FACTOR IN CARRY-OVER OR TRANSFER OF LEARNING

As a matter of fact, we know perfectly well that transfer of such things as we have mentioned *does not necessarily* take place from the physical education situation to life elsewhere. We have seen too many former athletes deteriorate physically because it never occurred to them to apply in later life the principles of fitness and weight control that they learned as athletes. We have known too

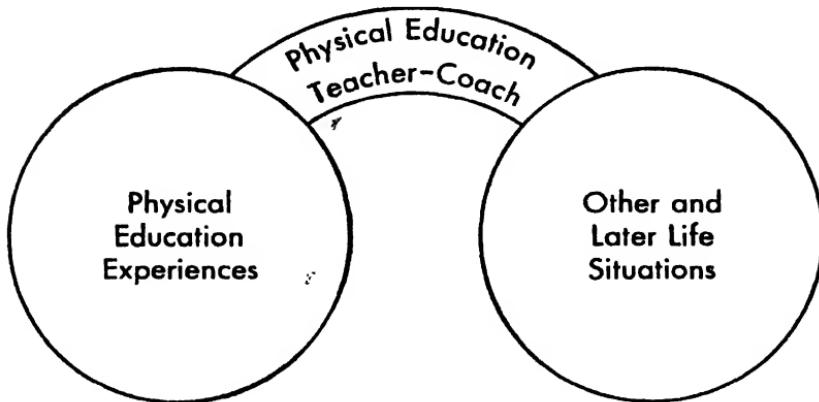
many former sports enthusiasts who failed to include sports and other recreational activities in their later lives and so missed their emotional, social, and physical benefits as the years passed. In the world of work, we've seen too many people who have had the benefit of physical education experiences fail to use the skills which helped them to succeed in sports to help them to succeed on the job. We have seen too many boys and girls who were faultlessly honest and rule-abiding in sports but failed to be law-abiding in the classroom or when driving automobiles. We've seen too many students who coöperated beautifully as team members and persevered under stress in competition, but who never dreamed of coöperating as a family member or of persevering in their studies.

The critical factor which determines whether or not our more lasting objectives are to be realized is the teacher. The teacher is the key. Most pupils are too young and too immature to be counted upon to see the relationships that exist between play and sports and other and later life situations. Without a teacher's help, most do not realize that many of the things that they learn in sports and other physical education activities can be used for healthier, happier, more responsible and more successful living, elsewhere and later on. This is a little bit as though an engineer were not to realize that his studies of mathematics and physics in college would be useful in helping him to build a bridge, but education and its practical applications are usually more easily seen in science and business education than they are in liberal arts and physical education. Over the years we have become convinced that the teacher and coach who wants transfer to take place must assume that *teaching for transfer is essential if transfer is to take place.*

Let us use a diagram to illustrate our idea of the role of the teacher in helping pupils to attain our objectives that are not automatically achieved by participating in physical education activities. The teacher helps the pupil to "bridge the gap." That is, the teacher helps the pupil to see the relationships that exist between the physical education experience and other aspects of life. The teacher must be considered the chief factor which will determine whether physical education learnings will be utilized for more successful living elsewhere and later on in life.

Perhaps we can best demonstrate the practical application of this concept of the teacher's role in transfer by telling you the following story.

Mr. Lake, who was one of the best known and most popular physical educators and coaches in an entire region, had been teaching physical education in high school for more than twenty-five years. He had returned to college for refresher courses and to complete his Master's degree. One day during summer school this problem of transferring important learnings from physical education to other and later life situations was being presented by the professor and the diagram was placed on the blackboard to make the point of view clear.



The professor noticed that Mr. Lake began to look disturbed as the idea was developed; and finally the professor asked him if he would care to comment. "I certainly would," said Mr. Lake. "I have to confess that I wish that this idea had been made clear to me years ago when I was in school. I've always thought that I did a pretty good job of teaching and coaching. Every week or so my former students come back to see me and tell me what they're doing. I'm almost a father to some of them. But I know now that I've been missing the boat in one way all of these years. Something has been puzzling me ever since the war and now I think I see the answer.

"During the Second World War and the Korean War," he went on, "government men and military agents frequently came to our high school to check up on boys who had been our students. The boys would apply for some kind of special job or branch of service and the investigators would check up on their backgrounds to see if they had ever been in trouble or anything of that kind.

"Now every single time they asked me, I'd give the particular boy a very fine recommendation. And I was telling the truth, too. You see, in all the years I've been teaching in this school, I've never had a thing stolen in the locker room or any of these other things that some teachers complain about. We just haven't had any of that kind of trouble. Of course, I've always put quite a lot of stress on good behavior in the gym and during all kinds of competitions—we've even worked some on spectator education—and the kids always just seem to get the idea. It's a tradition around the place. My teams and kids are always winning outstanding sportsmanship awards—and I have good teams, too."

Mr. Lake continued, "Well, the funny thing was—and I just couldn't understand it—I'd give a boy the very highest recommendation on his character traits. Honest recommendations, too. Then I'd come to find out that he'd been turned down for the job he was after because of what other teachers, the principal, or people in the neighborhood said about him. Now I know my boys. You can't have them in gym classes and on your athletic teams and watch them day in and day out for three years without getting to know them pretty well. I never could figure out how they could be such fine kids to me and such stinkers to everybody else.

"Well, it isn't easy for me to say this, but for the benefit of the younger teachers here I'll say it. I think now that a lot of this was my own fault—I used to think it was everybody else's. Sure, I taught the boys how to behave and be good clean sports. Nobody ever even swore in my gym. Sure I did a good job of "teaching character" in my program: *But never once did I help those kids bridge that gap* you've drawn up there on the board between physical education and life in general. I know those kids were good because I saw them being good, often when pressure was on them in competition and it would have been easy to get

bad—but nobody ever helped them to see that what they learned in sports and in the locker room applied everywhere else too. So they were 'good' so far as I was concerned, and pretty 'bad' as far as other people were concerned. I never could figure out how there could be such a difference."

It took a great deal of courage for Mr. Lake, relatively old and deeply respected and admired as he was, to make this statement; but it had a profound effect upon all present. We pass his story on to you in the hope that you will not wait until you are in your last years of teaching before you "see the light." We hope that you will realize that the physical education experience can have a great deal of influence upon how well your pupils live and what others think of them when they are away from the gymnasium and play fields—in other school situations, when out of school and in life after the school years. And most urgently, we hope that you will never forget that it is very largely *you*, the teacher, who will determine whether or not students will be able to bridge the gap and apply what they learn in physical education in life elsewhere. Just playing games or "taking gym" will never do the job alone.

OPPORTUNITIES FOR GUIDANCE IN PHYSICAL EDUCATION

Perhaps you've had the experience of feeling that a physical education teacher was one of the few people to whom you could really talk. Very commonly young people find it easier to confide in their physical education teachers than in almost anyone else. Almost every experienced physical educator has been surprised and perhaps a little frightened by the extent to which his pupils take him into their confidence in personal matters and the extent to which what he says and does influences them. In fact, it is common knowledge to individuals who work with young people that the coach is a person of great influence with boys and girls.

There are important reasons for the very special relationship that exists between physical educators and young people. Children and young adults tend to center their lives around and derive their greatest pleasures from physical activities of various kinds. Think over your own interests and those of younger persons you may

know to see if this isn't so. True, you may—and we hope do—have other interests, including perhaps reading, crafts, some art form, music, and the like. But very large in that picture of your interests are your athletics, outdoor sports, dancing, and so on. In general, the younger we are the more our lives center about physical activities.

Now on the other hand, is this the picture with most older people? Not generally, after the school years. After the school years, life becomes more a matter of business and home routines in which emphasis shifts from the big muscles of the body to the smaller ones. For most individuals, an active life is replaced by a generally sedentary one. Instead of being participators in vigorous action, most people tend to become spectators of action.

Thus, speaking generally, there tends to be a considerable difference between the way children and young people look at life and react to life and the way older people do. An older person can watch an exciting ball game or television program and remain quietly seated (at least most of the time); but for a child, the game or television program is only a starter and he must soon get a game started himself or buckle on his own guns and go into action. In this regard, the young person and the adult are two quite different kinds of creatures.

Now one important significance of this difference between the young person and the older one is that it is often difficult for them really to understand each other. Each tends to seem somewhat odd to the other. The older person at least appears to have things "pretty well figured out"; and he usually has his life reduced to a fairly smooth routine. But the younger one who is experimenting and trying to understand and learn how to deal with life often finds the going rough and feels the need for guidance. To whom can he turn for guidance? Who will really understand his problems and what he has to say? Parents? Teachers? Yes, sometimes. Some parents and teachers remain young enough in their interests and points of view to be able really to communicate with young people, but a great many, if not most, do not. The majority of you can probably remember periods of

time in your life when you had problems or worries and needed guidance from some more mature judgment but didn't know where to turn in the adult world.

We think it is probably because of this common discrepancy between the interests of most young people and those of older people that the position of the physical educator is unique. The physical educator is interested in action, in athletics and outdoor sports, in strong bodies and in physical skills. And he is interested in young people and their development. In other words he is one of the relatively few people who talks the language of youth. He sees the world as the boy or girl does. He is their kind of people.

And thus, whether you like the idea or not, when you get into this business you soon discover that you have a special relationship with youth. Boys and girls will come to you for advice on matters related to physical education—how to control their weight or how to hold a golf club. "What can I eat to get strong?" "How can I improve my grip?" "Will weight lifting slow me down?" And they will bring you their personal problems and tell you about their troubles, sometimes simply because they feel that they have to talk to someone who will listen and understand.

We feel that although the physical educator's relationship with youth throws a rather frightening burden of obligation on his shoulders to provide intelligent and wholesome guidance when it is sought, this relationship is also one of our greatest advantages as teachers. Most children and young people will come to your gymnasium *wanting* to learn what you are going to teach them. Presumably you are an authority on what they want to know. Teachers in most other areas have to worry a lot about building their pupils' interests and "motivating" them. You, on the other hand, will be a specialist in what pupils are already motivated to do. You can count on their wanting to play, wanting to be skillful and fit. And of course this puts you in a special position in their eyes, which is to the great advantage of the physical educator who is anxious to contribute to the best development of his pupils, and who has taken the trouble to study children, how they learn, and what their needs and interests are.

**NEED THE PHYSICAL EDUCATOR OR COACH
BE A GREAT PERFORMER?**

There is a rather generally held impression that the physical educator and coach should be or should have been an outstanding athlete himself. The armed services acted on this assumption early in World War II by recruiting large numbers of professional athletes and other "big name" athletes to head up and direct their military fitness programs. The idea was that if men are highly conditioned and skillful themselves, they should be able to organize programs to teach others to be tough and skillful, too. Far from being a success, this approach forced the services to realize that an ability to perform does not necessarily carry with it an ability to teach. Nor does it necessarily carry with it a knowledge of the scientific principles of physical fitness. As a matter of fact, many great performers do not know exactly how they do what they do.

Now this is a point on which you should be very clear. Although most career physical educators and coaches have been reasonably accomplished in one or more sports, it was their *interest* in sports and other physical education activities that got them into this field, and not their personal success as performers. Those who have become good teachers have not done so by improving their own performance but by learning the know-how of teaching. As a matter of fact, some of our best-known coaches have never played the sport they have become famous for coaching. Of course, this is not the usual situation, for most coaches have benefited by their years of close association with their sports as both players and coaches. But it illustrates our point that performing ability and teaching ability are different things. Obviously, your professional preparation will be primarily in terms of developing teaching ability.

In school and club situations and during World War II we have had many opportunities to see how inadequate a job of teaching great performers without benefit of proper background in physical education have done. But perhaps the outstanding example was one observed in an athletic club. The "teacher" was a famous

gymnast who had won A.A.U. and Olympic titles. This was his teaching procedure. His class lined up beside him in a smartly military fashion. With great precision he marched out to the high bar, stared up at it for a few seconds, mounted it, and began his exercise. After a dazzling display of giant swings, dislocates, and vaults, he did a layout fly-away and double-twist dismount. That is, he let go the bar when he was at the front end of a high swing so that he did what amounted to a high back flip with his body straight. And as he turned once "longwise," he spun his body around twice "sidewise." A circus star could have been proud to do as well. He landed on his toes under perfect control, marched in precise, military manner to the end of the line and took his place without a word.

And that demonstration, believe it or not, was his instruction! "Go thou and do likewise," was evidently his philosophy. So one by one the young men in the line marched to the bar—at least they marched rather well—and did their best to do as he had done. But what a dismal, awkward, and dangerous display it was. No safety men were provided, no pointers were given, and of course no sequence of skills from simple to more complex was presented. When the "teacher's" turn came again, he put on another astounding demonstration. And so it went.

There is a good chance that before you have finished reading this book you will be a little tired of hearing about how important the teacher is in achieving the objectives of physical education. But this is one of our major themes; and if you finish reading it with only this one idea deeply planted in your minds, our efforts will not have been wasted. For if you become inspired with the desire to become a first-rate physical education teacher, then all the rest will follow. As a teacher you are to contribute to the molding and shaping of lives. Therefore, you will learn because you see the need to learn. You will realize that the contribution that you will make to your children and young men and women will depend upon the kind of person that you are yourself and whether you are qualified to teach them the things that can be taught in physical education.

QUESTIONS FOR DISCUSSION

1. In response to the question, "Does physical education build character?" why do we answer, "It ain't necessarily so?"
2. What is the main factor that determines whether or not physical education actually does build character and contribute to personality development?
3. What is meant by the statement that physical education objectives are not automatically achieved as a result of participation?
4. What types of "carry-over" values are there?
5. What is the critical factor which determines whether or not our more lasting objectives are transferred or carried over?
6. Why do we maintain that the teacher must help pupils to "bridge the gap"?
7. Why was Mr. Lake's career as a physical educator not entirely successful?
8. Why do physical educators and coaches have a special advantage over most other teachers and most other adults in relation to guiding pupils?
9. Why doesn't the physical educator or coach need to be a great performer in order to be a good teacher?
10. Why do you think we have placed such stress upon the importance of the teacher in this chapter? Can you, quickly, give five reasons why?

SUGGESTED CLASS ACTIVITIES

1. Visit several physical education teachers representing the elementary, junior, and senior high school levels. Ask them and record what their major objectives are and how, specifically, they set about reaching these objectives.
2. Invite to speak to the class a physical educator who is especially skillful in guiding his or her pupils to some of the more important objectives of physical education.
3. Prepare a list of examples from your own sports experience or from the readings of the class which illustrate "character building in reverse."
4. Hold a round-table discussion on specific ways of teaching for our physical, emotional, and social objectives.
5. Hold a round-table discussion on specific ways of teaching for our intellectual objectives and for character education.

6. Have a group discussion of the teacher's role in helping pupils to intellectualize the physical education experience and in helping them to "bridge the gap" between physical education situations and other and later life situations. Hold a round-table discussion in which each discussant is responsible for pointing up how the teacher can help pupils to transfer learnings related to each aspect of the triangle of personality.
7. Discuss some of the specific guidance opportunities that physical educators and coaches enjoy. When visiting schools ask the physical education teachers about some of the questions their pupils ask about health, fitness, body development, and personal matters. Keep this list of questions for future discussion and use.

6

Interpreting the Meaning of Physical Education to Others

What is physical education? Is it gymnastic exhibitions? Is it varsity football? Is it golf, tennis, square dancing, sailing, or billiards?

By this time, having read the preceding chapters, you surely realize that modern physical education is a great many things—not any one activity or even a group of activities—and that its purpose is the development of healthy, growing personalities. But people, generally, are likely to think of it in terms of just exercise or some one or more of our activities. For example, we have heard parents say: "Why should my boy take physical education? He gets plenty of exercise here in the store." Many people think that if a boy or girl is on a varsity-type team, he or she is getting adequate physical education experience. On a recent nationally televised program, a citizen complained that his taxes are being used to hire people to exercise his children at school and he didn't see how this could be called "education." Numerous communities look upon high school athletic programs as being business enterprises for raising money to supplement the school budget. And so it goes.

Our point in mentioning these things is to call your attention to the fact that there is an urgent need to interpret modern physical education to the American public in a way that emphasizes the

real values of this particular academic discipline. So far we have discussed various values of physical education; in this chapter we will concentrate on the importance of bringing these values to the attention of the American public. It is impossible for most people to evaluate physical education and to decide whether it is worth their tax money for the simple reason that they do not know what it is. For too many years the man on the street has identified physical education with the athletic programs in the schools. These programs have been successful if the team has been successful, while the programs have been judged to be poor if the various teams have tasted considerable defeat.

It is probable that no subject in the curriculum is misunderstood or misinterpreted more than physical education. This is understandable when we consider that all the activities appearing on the sports pages of our newspapers are lumped together in the minds of most readers and identified as forms of physical education. This explains in part why there is so much confusion and so many mixed-up ideas concerning this subject.

Another reason for this very real difficulty is the poor attitude often held by some teachers in the field. Too often they are satisfied with this confusion and measure their success or failure by the won and lost column of their sports program. Most of the difficulties and problems that hamper and distort physical education today can probably be traced to these facts. The American people need to be *taught* the meaning of modern physical education, and that is what we mean by "interpreting" physical education to others.

INTERPRETATION OF EDUCATION AND PHYSICAL EDUCATION

The American educational system is remarkable in a number of ways. For one thing, it is set up in such a way that it cannot be controlled by the federal government. In fact, it is illegal for the government to dictate how our schools should be run; and this is one of our most important safeguards against having politicians direct education in such a way that children's minds are shaped according to their ideas. This is a point of the greatest importance for the freedom of education in this country. In most other coun-

tries, the government can step in and direct the policies of the schools, and every dictator of modern times has used his schools as a major propaganda instrument. Political indoctrination has, in all such cases, been a regular part of the school curriculum; thus education has been used to develop adults who would fit nicely into whatever mold their political masters wished.

If the government cannot run our schools and cannot dictate their policies, who is responsible for them? The answer to this question is: the people.

School board members are lay persons who represent the people at large. They, in turn, are responsible for securing a superintendent of schools, for establishing the policies which set the framework within which he will work, and for obtaining money from tax funds to finance his program. So you see that the schools can never really be any better than the people are willing to make them—and this means that one of the biggest jobs of educators is to interpret education to the people so that they will be willing to go to the trouble and expense to back a high quality system of schools. Many leaders are convinced that this problem of interpretation is the biggest single task facing education today. The future of the schools—and perhaps of the nation—depends upon it.

The same situation exists in physical education, perhaps more so. We say perhaps more so because ever since the United States Supreme Court handed down the decision that everyone must help to pay for the education of youth and not just the people who have children (this was a very hot issue about a hundred years ago, about on a par with the desegregation decision of recent years), the American people have been getting used to the idea that public education is here to stay and that it must be paid for by taxation. The three R's, history, some languages, geography, and so on, have been in the schools for so long that no one ever bothers to question very seriously whether they should be kept in the curriculum. But this is not always the case with such subjects as art, music, and physical education.

Of course, it is easy for us to complain about the "ignorance" of the public when they question our role in education. But we should realize that since education is for the people and they are

footing the bill, they have a right to ask and we are obligated to furnish answers. Then too, there is that little question of their children's welfare. Yes, they have a right to know; and we are the ones who must be prepared to tell them or take the consequences. This is a matter of obligation in the American scheme of education, in which the people are responsible for their own education; and it is a matter of bread and butter for us. We have something sound and valuable to offer, but we can't expect them to buy it if we do not teach them that it is sound and valuable.

Interpreting to Different Groups

Our interpretations of physical education should be directed not only toward the pupils in the school but to other groups closely associated with the schools. Interpretation should be directed to the boys and girls in the school; the parents of these children; our fellow teachers; the school administrators, such as principals, superintendents, school board members; and the man in the street. In short, we must be prepared to teach virtually everyone with whom we come in contact. Specific examples of interpreting while on the job will be given in a later chapter. The brief discussion which follows will indicate to you the general directions that the interpretation process should take, and will suggest how interpretations may be based upon values which are our physical education objectives.

Excellent teaching of physical education in schools is one of the most important ways of interpreting its meaning to others. Some teachers even at the elementary school level make a practice of ending some class periods with a brief discussion of physical, social, and other values of the particular activity of the day. The pupils are helped to think these things out and the values make sense to them. If physical education is a rich and satisfying experience for children, their parents soon know about it. Teachers in all the subject matter fields undoubtedly are the topics of discussion at mealtimes and other family gatherings. Their strengths, weaknesses, or eccentricities are brought into focus and discussed at great length.

It is probably true that no teacher is discussed more than the

physical education teacher. This is likely because what this teacher says and does is dynamically and dramatically associated with life in action and is, therefore, exceedingly meaningful to boys and girls.

For example, such remarks as the following are common occurrences at the dinner tables of numerous families: "I learned to stand on my head today." "I got to be captain of my team today." "Now I can bat the ball almost every time—our gym teacher showed me how." On the other hand, there are also such remarks as these: "I hate physical education. Our whole class has to take a shower in five minutes." "If you don't know how to play games, the teacher doesn't pay any attention to you." "I get chosen last every time and that's no fun."

Thus, you see, this situation is like a two-edged sword, an instrument of value to the teacher and physical education, and one of potential hurt and possible destruction. Moreover, the children and youth of today are the taxpayers, parents, school board members, and professional and business people of tomorrow. If physical education has been significant to them during their school years, they will tend to take it for granted as an integral part of school life for their own children. They will see the sense of it and will *insist* upon it as an important way to qualify their children for happy and effective living.

As was suggested earlier, it will be necessary for you to interpret your physical education program to fellow teachers and school administrators. These are the people with whom you will work, and their respect for you and your teaching area depends upon their understanding of what you are doing to contribute to the educative process. We have observed that when the physical educator in a school is a second-rate kind of teacher in terms of his knowledge, professional attitude, teaching skill, planning, enthusiasm, and general performance, his fellow workers tend to think of physical education as a second-rate subject. Fortunately, the reverse of this is also true. Your personal and informal contacts with other school personnel, the nature of your recommendations, requests, and explanations, the quality of your responses and talks in faculty meetings and parent-teacher gatherings, your interest and

participation in worth-while community activities—all these will influence in a positive manner the opinion of others toward your field.

Finally, there is the matter of teaching the public at large the significance of physical education. For most of you the main concern will be with the locality in which your school is situated. If you become a varsity coach, you and that part of your program will be on public display every time that your teams compete. What possibilities for interpretation do you see in such a situation? Certainly your direct contacts with the public will be considerably increased and expanded. You may have many more opportunities to build public understanding of your field by way of public statements, speeches, and the like which may appear in the newspapers, on television, or be heard on the radio.

In time you may move into administration or supervisory work in which a big part of your job will be to interpret physical education to others so as to get improved performance from your teachers and greater backing from your superiors, so that richer learning experiences can be provided for children.

Bases of Interpretation

Interpretation should be based upon the meaning and values of physical education. Thus, you must know the meaning and values of this field yourself, and must be skillful in expressing them to others. That's part of the job. If you think back to the chapter on objectives, it should be possible for you to begin considering what there is to teach people about your field. For example, if you keep in mind the contributions of physical education to the triangle of personality—the physical, mental, emotional and social—you will have a framework of ideas to guide your interpreting. Over the years, perhaps beginning now, you will be able to accumulate information, case histories, and anecdotes to illustrate each of your points and make them clear.

When interpreting physical education to others, we personally have found it useful to follow the plan presented in the objectives chapter; that is, since we are talking about *physical* education, it seems reasonable to begin by teaching people the highlights of

the many physical values. From there it is possible to move on to the major contributions in relation to the other aspects of the personality, very much as we did earlier. In order to do this effectively, successful physical educators stay alert to new research findings regarding the values of exercise, play, and so on; many also keep a file of anecdotes and cases which illustrate improvements that pupils have actually made in physical development and skills, social awareness and skills, emotional control, health practices, and so on. These procedures can be extremely useful to you in your efforts to teach others about your profession.

We could not hope to tell you exactly *how*, *when*, or *what* to interpret to others. What you say, how deeply you go into the matter, or just what kinds of values you deal with will always depend upon the particular situation in which you are. However, we do say, "Be ready!" The good shortstop or quarterback is the one who, because of careful preparation and study, is ready for every situation and fits his action to the demands of the circumstances of the moment. For example, during a teacher's meeting, a teacher suddenly asked the physical educator: "All right, I haven't exercised or watched my diet for years. Just why should I?"

Such a question invites an explanation which can be of great value in interpreting certain aspects of physical education to particular groups or individuals. (What would you say in response to such a question?) But, of course, your answer to the faculty group would be quite different from the response you would make to a child's questions about why he should exercise or select his foods carefully. In other words, you have to know your subject well and you have to use good judgment in making your interpreting fit the particular situation. Again, like good ballplayers, you are not effective if your throw or pass is out of reach of the catcher or receiver. Each pass must be just right for the particular game situation. So it is with each explanation of the meaning of physical education.

In effect, this entire book is an attempt to interpret physical education to you. But it is in a pretty concentrated form because this is an area which may become your life's work and because you have an opportunity to study it rather intensely over a con-

siderable period of time. This is necessary because if you in turn are to be prepared to do your share of the job of interpreting, it is essential that you know the values and meaning of physical education well enough to teach others clearly, accurately, and convincingly.

Interpretation as a Continuing Process

Big companies which have a product to sell to the public usually plan on spending a certain part of their profits each year on advertising. For example, one large company reportedly makes about seven million dollars each year and puts about five million of this back into advertising; that is, every year it must spend five million in order to make two million. In a somewhat similar manner, the American Medical Association spends large sums of money each year on literature, public entertainment, and so on, in order to keep the public informed as to the importance of the medical profession to the public welfare.

In other words, keeping people informed about something must be a continual process if people are to remain interested in it. The company which produced one of America's finest automobiles went out of business because suitable advertising was not carried out. One grand outburst of advertising or interpreting may get the job done for a short time, but not for long. The future of physical education is so completely dependent upon effective interpretation of its values to the American people that we would like to impress upon you very strongly the need for all physical educators to do a good and continual job of teaching others about their field.

If we do a good job of interpreting to others, physical education experiences will gradually play the significant part in American life that their values for happiness and good living justify.

QUESTIONS FOR DISCUSSION

1. Why is it so important that physical education be effectively interpreted to the American public?
2. In regard to public understanding, how does physical education compare with other subject matter areas?
3. Why can't the federal government dictate to school officials as to how the schools are to be run?

4. Who is responsible for the schools in America?
5. Why are we obligated to teach the public the functions and values of modern physical education?
6. What are some of the groups to whom interpretation of physical education should be directed?
7. Why is it especially important to interpret physical education to pupils in our classes?
8. What are some specific ways in which interpretation can be carried on with respect to different groups?
9. Upon what should the interpretation of physical education be based?
10. Why is it necessary to make definite plans and remain well informed in professional matters if interpretation of physical education is to be successful?
11. Why do we speak of interpretation as a process?

SUGGESTED CLASS ACTIVITIES

1. Invite a professor from your own department or from the education department to speak on the importance of interpretation (or public relations) in modern education.
2. After reading about the principles and techniques of public relations, have a round-table or panel discussion on the subject of interpreting physical education to different groups.
3. Visit several schools, including all the different school levels, and observe what is being done in the way of interpreting physical education to pupils, school personnel, and public groups? How many schools were you able to find that are carrying on systematic programs of interpretation? What techniques did you find being used?
4. Draw up an actual program of public relations for use at (1) the elementary school level, (2) the junior high school level, and (3) the senior high school level.

Physical Education in the Elementary and Secondary Schools

Before we discuss the various specific aspects of physical education in elementary and secondary schools it seems necessary that some mention be made of the general nature, organization, and purpose of the elementary and secondary schools in the total plan of education.

ORGANIZATION OF GRADES IN SCHOOLS

In general the twelve traditional grades of American public and private schools are divided into the two broad categories of the elementary school and the secondary school. The two divisions are equal as far as the number of grades is concerned in that the elementary school consists of grades one through six and the secondary school consists of grades seven through twelve. Consequently, hereafter when the term "elementary school" is mentioned you should think of children in grades one through six, and when the term "secondary school" is mentioned you should think of boys and girls in grades seven through twelve.

Although there is a division of two broad categories into elementary and secondary schools, schools are not always organized on this particular basis. This is to say that the elementary schools and secondary schools in a given community are not always divided into a unit organization which places grades one through

six in one unit or building and grades seven through twelve in another. However, when this division does occur it is referred to as the 6-6 plan, meaning generally that there will be six elementary grades in one building and six secondary grades in another building.

Grades one through twelve are divided into four groups of grades known as levels. Grades one through three are the *primary* level; grades four through six are the *intermediate* or *upper elementary* level; grades seven through nine are the junior high school level; and grades ten through twelve make up the senior high school level. In most cases a single building houses all six grades of the elementary school; however, at the secondary school level there is sometimes a separate building for the junior high school and a separate building for the senior high school. Separate buildings for the junior and senior high schools are found most often in larger communities where there is sufficient enrollment to justify more than one unit of the secondary school. In many smaller communities, the junior and senior high schools are likely to be found in the same building, that is, the 6-6 plan referred to previously. In communities where elementary, junior high, and senior high schools are each located in separate buildings, the organization is known as the 6-3-3 plan.

Some of you may have attended school in a community where the so-called 8-4 plan was used. Essentially this plan means that the elementary school includes grades one through eight and the secondary school includes grades nine through twelve. It involves no junior high school, as such, the seventh and eighth grades being considered part of the elementary school, and the ninth grade belonging to the high school. There are still other plans of school organization, but the three mentioned are by far the most common. Some states are adding junior college, the equivalent of grades thirteen and fourteen, to their public school offering.

In summary, the elementary school is composed of grades one through six, and the secondary or high school includes grades seven through twelve. The elementary school is divided into primary grades (one through three) and intermediate or upper elementary grades (four through six); and the secondary school includes the jun-

ior (grades seven through nine) and senior (grades ten through twelve) high schools. The most common school organization plans are: 6-6, 6-3-3, and 8-4.

Age Levels and Grade Levels

Most children enter the first grade when they are approximately six years of age. The following scale shows the approximate ages of pupils at the various grades and grade levels.

ELEMENTARY SCHOOL		
<i>Primary Grades</i>		<i>Age</i>
First Grade		6 to 7 years
Second Grade		7 to 8 years
Third Grade		8 to 9 years
<i>Intermediate Grades</i>		<i>Age</i>
Fourth Grade		9 to 10 years
Fifth Grade		10 to 11 years
Sixth Grade		11 to 12 years
SECONDARY SCHOOLS		
<i>Junior High Grades</i>		
Seventh Grade		12 to 13 years
Eighth Grade		13 to 14 years
Ninth Grade		14 to 15 years
<i>Senior High Grades</i>		
Tenth Grade		15 to 16 years
Eleventh Grade		16 to 17 years
Twelfth Grade		17 to 18 years

The scale reveals that elementary school children range from approximately 6 to 12 years of age, while secondary school boys and girls range from approximately 13 to 18 years of age. It is important to be familiar with the ages of children at the various grade levels in school, not only because of the relationship of age and size, but because children at the different levels tend to have certain distinct characteristics. For example, we know that as a

group, primary level children have physical, mental, and emotional characteristics which are different in some ways from those of intermediate graders. The intermediate graders, generally, are different in some respects from junior high school pupils, and so on. As we shall see, these differences have a very important bearing upon the kinds of physical education programs provided at the different grade levels.

HISTORICAL DEVELOPMENT OF SCHOOL PHYSICAL EDUCATION

Before considering some specific aspects of physical education at the elementary and secondary school levels, let us review briefly the development of physical education at these levels in the United States. With this information you will be in a better position to understand the heritage of school physical education and the transitions that it has undergone.

THE ELEMENTARY SCHOOL LEVEL. There is a widespread notion at the present time that physical education at the elementary school level is something new. This idea is probably prompted by the fact that physical education at this level has been receiving much more attention in recent years and by the fact that it has been receiving so much more emphasis in some school systems. However, educators and philosophers have stressed the values and importance of physical education for children for many centuries. For example, if we look into ancient Greek literature we find that Plato, one of the most famous of philosophers, believed that all early education should be a sort of play and should develop around play situations. In fact, Plato is reputed to have said that "Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it."

In the seventeenth century the English philosopher Locke felt that children should get plenty of exercise and learn to swim early in life. Rousseau, the noted French writer, held much the same opinion, believing that learning should develop from the activities of childhood. These men, along with numerous others, influenced to some extent the path that elementary school physical education was to follow through the years.

In the early days of the American pioneer, physical education had no place as a part of the child's formal education. However, some time later, at about the middle of the nineteenth century, school people began to see the need for it. As early as 1852, time was provided for physical education in the schools of Boston. Other large cities began to take up the idea, and in 1855 the St. Louis schools allotted some time to physical education, as did Cincinnati in 1859. A short time later, interest on a state level began to develop and in 1866 a state law requiring physical education in the public schools was passed in California. About two decades later the play needs of children began to be recognized by the general public and the first public playground was established in Boston in 1885.

During the first half of the twentieth century much progress has been made in the area of elementary school physical education. However, it must be said that most of this progress has been made in large communities; and it has been only recently that some of the schools in smaller communities have made the transition from a nonexistent or haphazard type of program to a regularly organized program of physical education in the elementary school.

In recent years physical education leaders have taken a keener interest in physical education for children of elementary school age. This has been shown in a variety of ways. In 1948 the American Association for Health, Physical Education and Recreation inaugurated an Elementary School Section, thus according this level an emphasis on a par with other major aspects of the association. A few years later, in 1951, the first National Conference on Physical Education for Children of Elementary Age was held in Washington, D.C. In the past few years many textbooks and articles relating to elementary school physical education have appeared. However, this is only the beginning. We now realize that some of our greatest contributions can be made to children in their elementary school years; but well-organized and well-conducted physical education programs at this level are far too scarce throughout the country—even in many communities where secondary school programs are well advanced. For example, ac-

cording to a recent report, only about 9 percent of the nation's 150,000 elementary schools have gymnasiums. And about 90 percent have less than the recommended 5 acres of land needed for play areas. Elementary school physical education is one of the greatest challenges of the profession today. Career opportunities for both men and women are excellent and increasing at this level.

THE SECONDARY SCHOOL LEVEL. In the last 300 years the American secondary school has evolved through three stages represented by the Latin grammar school, the academy, and the public high school. Historically, they appeared approximately as follows:

- 1635—First Latin grammar school started in Boston.
- 1751—First academy established in Philadelphia, mainly as a result of encouragement of Benjamin Franklin.
- 1781—Approximate end of the period characterized by the Latin grammar school and approximate beginning of the period characterized by the academy.
- 1821—First public high school started in Boston..
- 1865—Approximate end of the period characterized by the academy and approximate beginning of the period characterized by the public high school.

The public high schools are so much a part of our lives today that it is sometimes hard for us to realize that secondary schools were once very exclusive affairs. They were private and the Latin grammar schools, for example, were concerned entirely with preparing students for further study of law or theology in college. No one dreamed of educating "the masses" of young people in those days for either effective living in a democracy or for careers. No provision was made for physical education, partly because of a basic philosophy that education was a matter of training the mind and had nothing whatever to do with the body.

With the rise of the academy as an American institution of secondary education there was a gradual expansion in curriculum offerings which enabled students to prepare for positions in business and industry. Although the academy represented a tradition toward a more practical curriculum, physical education did not

have a prominent place as a part of the regular school program. In a few isolated cases physical exercises were provided during the school day; but generally speaking, educators believed that adequate activity could be had after school hours. The prevailing notion of the times was that play and recreational activities would take place anyway as a result of a basic human urge and that teaching and adult guidance were unnecessary. Obviously, physical education was not considered to be a major educational force which belonged directly in the curricular offering.

The first high school was established for much the same reason as the early academies. Its purpose was that of providing a broader education, particularly for those students who would not enter college but who would, instead, start earning a livelihood immediately following graduation from high school.

As mentioned previously, although the first high school was started in 1821, it was not until approximately 1865 that the period characterizing its dominance began. From the time of its inception until about 1880 a few successful efforts were made to introduce physical education as a part of the regular school program. This movement was deterred somewhat by the Civil War but more and more interest in secondary school physical education became evident during the last part of the nineteenth century. In 1885 the appointment of a "Director of Physical Training" in the schools of Kansas City heralded the firmer establishment of physical education in the curriculum of secondary school education in America.

As might be expected, most of the early programs of physical education in the high schools were patterned after the activities which had met with success in the nations of Europe. As a result the German, Swedish, and Danish systems of gymnastics became quite prominent in American high schools during the last decade of the nineteenth century and the early years of the twentieth century. However, controversies began to arise as to whether foreign kinds of programs were entirely suitable for our American schools. Many leaders in secondary school physical education became convinced that the needs of our students could be met only by evolving a new kind of program with greater stress upon a

variety of activities. Consequently, over a period of years there was a gradual recession of what was known as the formal type of program in favor of one devoted to a greater variety of activities and greater emphasis upon sports. Group exercise and gymnastics have certainly not been discarded, but they are *a part* of the program instead of being *the program*. And, of course, no effort is made to copy European systems.

After World War I, high school physical education moved ahead rapidly, partly as a result of the discovery that large numbers of young men were not up to minimum levels of physical fitness for military service, and probably partly because of an increased appreciation of the role of physical education experiences in a general education. Some twenty-three states passed laws requiring physical education in all grades. Some cities of America developed physical education programs that extended from the elementary through the high school grades during the period between the wars. World War II brought the return of emphasis on physical fitness for wartime stresses and rigors in high school physical education. Calisthenics and obstacle course running became prominent. After World War II there was a quick return to a broad program aimed at meeting the developmental needs of boys and girls. However, it can certainly not be said that present-day high school physical education has gone as far as it can go. It is likely that many of you know this all too well from your own secondary school experience.

Now that we have discussed the general organization of the elementary and secondary schools, and have glimpsed the historical background and trends of these two levels, let us turn our attention to the matter of program content of school physical education.

BASIC CONSIDERATIONS IN PROGRAM PLANNING

Every school experience should in some way contribute to the growth and development of children. If physical education is to play its part in achieving the goals of education, it must be carefully planned to meet the developmental needs of children at each grade level.

In earlier chapters we outlined the basic physical, emotional, social, and intellectual objectives of physical education, and if you recall these you are in a position to take the first step in planning. That is, you are able to state clearly what you hope to accomplish through your physical education program. The second step is to determine what physical education experiences should be provided so that your objectives can be reached.

But there is a third essential consideration. Although the ultimate objectives of physical education are similar for both the elementary and the secondary schools, the *means* used to achieve these objectives are quite different in certain ways. This is to say that the activities and other physical education experiences provided in the primary grades should differ from those offered in the intermediate grades, and so on, because the children in grades one to three are different, developmentally speaking, from those in four to six; those in the intermediate grades are different from those in junior high school; and those in the junior high are different from those in senior high school. Children in each stage of the developmental process have their unique characteristics: their special interests, their special limitations, and their special aptitudes. The secret of program planning is to select activities and other physical education experiences in terms of the particular developmental level and sex of the children to be taught. A little later on we shall give you examples of how this can be done. At the moment the important thing is to grasp this basic concept of adjusting physical education to meet the changing needs, interests, and abilities of children as they grow up.

When planning a physical education program it is also necessary to take into account the fact that differences in the needs and abilities of pupils at the same grade level create a need for different kinds of activities. Sex differences are important in this connection, especially at the elementary school level where boys and girls usually participate in physical education together.

Let us use mathematics to illustrate how other subject matter is adjusted to the mental development of children as they progress through the school grades. Simple number concepts are developed

in the primary grades with the gradual forming of an understanding of addition, subtraction, multiplication, and division coming later. The more complex idea of fractions is studied in the fifth and sixth grades. Beginning algebra is studied in junior high school with a more advanced form of algebra, plane geometry, and solid geometry being studied at the high school level. More difficult forms of mathematics such as calculus and differential equations are most often deferred for study until the college level is reached. It is evident from this example that primary level children are not ready for fractions and it would ordinarily be absurd to present calculus in high school.

Virtually everyone accepts this progression of skills from the simple to the complex in mathematics, English, history, and so on; but far fewer people realize that the need for such progression is just as great in physical education. The primary school child is simply not ready for highly complex games such as football, basketball, and ice hockey. It is, of course, true that we occasionally find youngsters who have unusual talent in some sport. But bear in mind that there are also child geniuses in mathematics, music, and art—but no one claims that the elementary school offering for *all* children should be adjusted to the exceptional child's level of ability. Recently a well-known college football coach argued that football teams should be organized from the first grade through college. Obviously this individual knew little or nothing about the characteristics of the growth and development of children and youth at the various educational levels of the elementary and secondary schools.

Qualified physical education program planners realize that if activities are misplaced in the school curriculum, they may lose their value and may even detract from rather than contribute to the optimum growth and development of pupils. For this reason physical educators must exercise great care in the proper selection of activities for the primary, intermediate, junior high, and senior high school levels. Some of your future course work will involve studying curriculum planning and construction, and you will have opportunities to develop physical education programs for the grades which you intend to teach.

PROGRESSION OF ACTIVITIES THROUGH THE GRADES

There are three broad classifications of physical education activities which help to meet certain recognized needs of elementary and secondary school pupils. These three broad classifications involve: (1) game activities, (2) rhythmic activities, and (3) self-testing activities. Although these classifications remain much the same for all the grade levels from the primary grades through high school, the complexity of activities within each classification increases. Thus, the simple combative activities of elementary school emerge finally as relatively advanced wrestling in high school; simple rhythms become ballroom or modern dance; and dodge ball grows into basketball or football.

From Simple to Complex Through the Grades

We have been speaking quite broadly. Let us now see how games, rhythms, and self-testing activities actually evolve with the developing child, just as mathematics becomes gradually more difficult as the child grows in his ability to handle it.

GAME ACTIVITIES. First, there are the games of low organization which involve a few simple rules, little need for coöperative effort, and very simple strategies. Then there are the games of higher organization which extend to the highly organized athletic sports and which include complex rules, maneuvers, and strategies.

In the primary grades, chasing and hunting games are especially popular. Games like tag and hide and seek, and games which have a sudden climax, such as running back to a goal after a signal has been given, are well suited to this level. They must be easy to learn. Games should be selected which capitalize upon the imitative and dramatic interests which are typical of this age. Some games are well suited for use throughout the primary grades; others may be found to be popular at only one grade level.

Pupils at the intermediate level retain an interest in some of the games that they engaged in at the primary level. In addition, games may now be introduced which call upon greater bodily control, finer coördination of hands, eyes, and feet, more strength, and the utilization of some of the basic skills acquired in the pre-

vious grades. Games that require striking a moving target with a ball, such as in the more complicated forms of dodge ball, illustrate the type that becomes suitable at this time. It has been found that some girls as well as boys in the intermediate grades, and sometimes as low as the third grade, may desire to play various kinds of team games such as soccer, football, basketball, and baseball. However, these types of games are too highly organized and complex for the majority of fourth, fifth, and sixth grade children. Consequently, a large number of the so-called "lead up games" have been devised which amount to simplified versions of the popular sports. These are within the capacity of boys and girls of this level, are fun, and provide an opportunity to learn many of the basic skills and some of the rules of the more advanced games. For example, some relays involving certain ball handling skills help intermediate grade pupils to develop skills which will be needed for the game of basketball later on. Similarly, newcomb will lead up to volleyball.

The importance of good teaching at this time should be stressed. We must realize that the development of skills which are the basis of future skill in sports depends in large measure upon intelligent teaching at this time. Faulty teaching or no teaching at all may mean awkwardness, discouragement, and a time-wasting need to relearn at a later time even the most basic skills such as running, throwing, and catching.

Toward the end of the intermediate grades some pupils are able to play and enjoy certain team sports in a more advanced form, especially if these games are modified to some extent to make them suitable. For example, basketball standards can be lowered from their usual height and smaller balls may be used. Volleyball nets can be lowered. On the other hand, if such games are taught, they should not be allowed so to dominate the program that the great wealth of other physical education skills are not learned.

In the junior high school grades pupils are ready for more advanced types of games *provided they have had the benefit of a well-taught and well-balanced program at the elementary school level.* Although the children continue to be very much interested in the games of low organization, junior high school pupils tend

to become increasingly interested in the more highly organized types of sports activities. However, sports activities should be presented on a modified and simplified basis for both boys and girls. Much of the available physical education time can be devoted to lead-up games which are exciting and fun and which develop the fundamental skills essential to successful performance in the highly organized team sports. Considerable progress in learning to perform well as a team member can be made at this time. It is important too that some time be spent in teaching the fundamental skills that are involved in some of the individual sports such as badminton and tennis.

At the senior high school level most of the games of low organization should give way to the more highly organized and/or more complex sports. If there has been skillful teaching and proper progression at the previous grade levels, boys should soon learn to participate skillfully in such games as basketball, touch football, softball, soccer, and wrestling. With modifications, most sports are also suitable for girls. In addition, games for girls such as fieldball and field hockey are also usually taught.

Individual recreational games such as archery, badminton, bowling, golf, tennis, and the like are particularly fine activities for high school boys and girls. Few schools have had or even now have the facilities for offering these sports and as a result they have commonly not been taught. However, it is still possible to teach the skills involved in the successful performance of these various kinds of individual sports activities. In other words, it is not absolutely essential to have a golf course, a tennis court, or a bowling alley in order to teach the skill elements of golf, tennis, and bowling; and many teachers do significant teaching of these skills and thus provide their students wholesome leisuretime resources.

RHYTHM ACTIVITIES. The term "rhythm" is derived from the Greek word *rhythmos* which means "measured motion." It would be difficult to name an active sports activity that does not involve rhythm. For example, we read in the sports pages that the "half-back danced down the sidelines," and the "boxer danced away from the punch." Rhythmic activities as such should occupy an

important place in a well-balanced program of physical education at all grade levels. Most older students like to dance and many people are inclined to think of dancing as an adult or young adult activity. You probably enjoy dancing yourselves; but perhaps you are not aware that when children have the opportunity and good teaching, dancing is one of their most popular activities. We have known many elementary school children to select rhythemics as their favorite physical education activity. But of course they were selecting dances that were well suited to their age level—not ballroom dances.

As in the case of games, rhythmic activities should be presented on a graduated and progressive basis. At the primary level children should have the opportunity to engage in the fundamental rhythms such as walking, running, jumping, hopping, galloping, swinging, swaying, twisting, and turning. Once children have developed skill in the fundamental rhythms they are better prepared to engage in some of the more complex dance patterns. For example, the combination of walking and hopping to musical accompaniment is the basic movement in the type of dance known as the schottische. In a like manner, galloping is related to the basic pattern used in the polka step.

Another type of rhythmic activity suitable for primary age children is the singing game. In this activity children furnish their own accompaniment through song for the various activity patterns that they use in playing the singing game. At the primary level children may also engage in simple folk dances that have a set pattern of dance movement. In addition, children at the primary level should be given numerous opportunities to engage in creative rhythms, that is, reacting in the way the musical accompaniment "makes them feel."

At the intermediate level pupils can engage in rhythmic activities that are a little more advanced than at the primary level. For example, folk dance patterns may become somewhat more complex provided the pupils have had a thorough background in fundamental rhythms and less complicated folk dances at the primary level. Primary grade dances are essentially individual activities even though some of them may involve some dancing with a

partner. At the intermediate level, "couple dances" which require closer coördination of movement by partners may be introduced. Some of the more simple forms of American square dancing may be used at the early intermediate level with progression to more difficult square dancing figures in the ensuing grade levels.

At the junior high school level and the senior high school levels, increasingly complex folk, mixer, square, couple, and ballroom dances are introduced. In addition, at the high school level a type of dancing known as "modern dance" has become popular, especially among girls. This type of dancing is based upon the expression of ideas and moods through body movement. Modern dance may be considered a more highly developed form of the creative rhythms which were mentioned in connection with rhythmic activities of the primary level.

SELF-TESTING ACTIVITIES. The so-called self-testing activities involve competing against oneself and natural forces rather than with an opponent. Basically, the object of these activities is to test and improve control and performance. Such activities as stunts, tumbling, gymnasium apparatus work, and aquatics are commonly included in this broad category. Where entirely adequate facilities and instruction exist, aquatics are sometimes considered as a separate classification.

At the primary level, children should be given an opportunity to participate in activities that are commensurate with their ability. For example, stunts which involve imitations of animals are of great interest to boys and girls at this age level. Tumbling activities which involve some of the simple rolls are also suitable. In the first three grades children should be taught some of the basic elements of the skills of skipping, hopping, jumping, throwing, catching, climbing, and balancing. Simple apparatus activities involving the use of such equipment as horizontal ladders, low parallel bars, low horizontal bars, climbing rope, and jungle gyms can be utilized and are very popular.

Self-testing activities at the intermediate level should be somewhat more advanced provided the children have had previous experience and teaching in this type of activity at the primary level. (As always, we are assuming qualified teachers and gradual pro-

gression.) Tumbling activities that involve more advanced rolls, various kinds of body springs, and head stands may be successfully introduced. In addition, more complex stunts like pyramids may be taught. Pupils at the intermediate level may continue to take part in apparatus work using much the same equipment that was used for the primary level, but moving to more advanced skills. When properly presented and supervised, apparatus work is greatly enjoyed and is excellent for muscular development, especially of the torso and arms. Certain basic game skills are sometimes considered self-testing activities and pave the way to competence in a variety of sports; these include throwing for distance and accuracy, soccer kicking and dribbling, and throwing and catching various types of balls.

At the junior high school level pupils should progress into more difficult forms of self-testing activities *if they have had a sufficient background of this work in the elementary school.* Apparatus activities at this level may include certain established exercise patterns that are commensurate with the heightened ability levels of pupils. Due to the differences in growth and developmental traits of boys and girls at this age level apparatus activities for girls should be of a less complex and less physically demanding nature than for boys. Stunt and tumbling activities should involve reviewing and building upon the activities that were engaged in at the intermediate level. It is recommended that girls should be given ample opportunity to participate in those self-testing activities which involve balance. Practice in the various types of basic game skills should be included for both boys and girls. Track and field events that are modified to meet the abilities of junior high school pupils are desirable self-testing activities at this level.

Pupils at the senior high school level should be ready for still more advanced forms of self-testing activities provided they have had the opportunity to engage in a well-balanced program of these activities at previous grade levels. Boys may engage in heavy apparatus work to perform relatively advanced exercises on such equipment as horizontal bars, parallel bars, and the side and long horses. Track and field events may be continued at the senior high school level and should be of a more advanced nature than at the

junior high school level. For example, the distances of sprint races may be increased. Many track and field events are desirable in girls' programs but modifications must often be made in events so that they will be suitable for girls. Tumbling activities for boys may be more advanced than at the junior high school level, but this, again, depends upon skills competence achieved at the lower levels. Although girls are capable of performing a wide range of gymnastic activities, these should be selected with care on the basis of girls' abilities and not of boys'. Close attention should be given to "safeying" (or "spotting") and safety devices.

In a few isolated instances where there are exceptional facilities along with sufficient numbers of teaching personnel, it has been shown that the activity of swimming can be successfully introduced as early as the first grade of school. However, facilities for swimming seldom exist in schools below the junior high level and relatively few high schools have the benefit of swimming facilities and the teaching personnel necessary for a completely adequate aquatics program. In spite of this fact, some physical education teachers attempt to teach some of the swimming skills in the form of "dry land" exercises in the absence of a school swimming pool. If swimming is to be a part of the program, regardless of whether it starts at elementary, junior, or senior high school level, it should be presented on a graduated and progressive basis like other physical education activities.

In the foregoing discussion we have attempted to impress you with the need to think in terms of progression of skills from the simple to the relatively complex and difficult. Ideally, there is a continuity of learning from the primary grades through high school, each level above the primary building upon what has previously been learned. But as you may know, many communities have not yet put this philosophy into practice, with the result that at the college level we sometimes receive students who have never had even the equivalent of good elementary school introduction to physical education skills. We must start almost from scratch with these individuals, which is like expecting a mathematics professor to teach fourth grade arithmetic in college. The chances are that sometimes you will have this kind of experience, too, with the

result that you must take your pupils at whatever knowledge and skill levels they have reached in the areas of games, rhythms, and self-testing activities, and begin teaching from that point. In time physical education in this country will develop to the extent that when you receive students at the high school level you will know that they have already had the benefit of primary, intermediate, and junior high physical education experiences and that you can build from there.

Separation of Boys and Girls for Physical Education Activities

In the previous discussions of the various kinds of physical education activities for the different grade levels some mention was made of certain activities that are more suitable for boys and activities that are more suitable for girls. As you pursue your professional studies in physical education you will learn in greater detail about those activities which are more desirable for each of the sexes at the different grade levels. If you are a male student most of the emphasis in your studies will likely be placed on boys' activities. If you are a coed, most of the emphasis will likely be placed on activities for girls. However, you will also learn about certain activities in which boys and girls can participate satisfactorily together. Our purpose in discussing the matter here is to give you a general idea of present general practice in segregating boys and girls for physical education activities.

At the primary level, particularly in grades one and two, boys and girls can participate satisfactorily together in virtually all the physical education activities. Beginning at the fourth grade level, it is advisable to separate boys and girls for certain types of activities. In the intermediate grades, boys are at a definite advantage over most girls in the very vigorous activities and in activities like rope climbing which places a premium upon strength.

In recent years there has been a growing tendency to plan mixed or coeducational activities at all school levels as a part of the regular physical education offering. Many rhythmic activities are suitable for mixed groups throughout the grades. Many sports which do not place boys at an advantage because of their greater size and strength are also suitable, especially at presecondary level.

These sports include archery, golf, badminton, tennis doubles (boy and girl partners), and bowling.

Extraclass Activities

The physical education activities discussed thus far in this chapter have been those which are generally recommended for a well-balanced program for boys and girls at all grade levels. These activities should be taught in progression at the various grade levels in much the same manner as other subjects in the curriculum. In concluding this chapter we would like to discuss two classifications of physical education activities that are known as "extraclass" activities. These are activities that are carried on *in addition* to the regular class work in physical education.

Extraclass activities include *intramural* and *interscholastic* activities. The term "intramurals" means "within the walls," or physical education activities that take place within a given school in addition to the regular physical education classwork. For example, if a basketball tournament is played among the various home rooms of a given high school it is referred to as an "intramural basketball tournament." Interscholastic activities are those which involve sports competition between teams or individuals from different schools. These activities are more popularly known as "varsity athletics." In intramurals a large number of pupils may be allowed to play while interscholastic teams must necessarily be made up of the so-called "cream of the crop" or best performers of the schools. While many intramural teams may be organized in a school to play each other, as a rule there can be only one or two varsity teams in a sport to represent the school against other schools in their particular league.

Although intramural tournaments produce their individual and team champions, the great emphasis in this program is upon large participation and the fun and excitement of play. On the other hand, the varsity sports are for the select few whose ability can be matched only by the best athletes of other schools. The interscholastic program can be justified only when there is a well-balanced physical education class program and an extensive intramural program. In the elementary school, intramurals have not

been highly developed up to the present time. However, in some cases, particularly at the intermediate level, there are some fine programs geared to the needs of boys and girls at this age level. Incidentally, intramurals at the elementary school level are generally referred to as "recreational" or "after school" activities.

In recent years there has been a considerable expansion in intramurals at the junior and senior high school levels. The inclusion of intramurals for junior and senior high school boys and girls provides an opportunity for a large majority of these students to make application of the skills and appreciations developed in regular physical education classes.

Interscholastic athletics, particularly those of a highly competitive nature, are not generally recommended for boys below the senior high school level. "Play days" involving two or more schools are generally considered more suitable for high school girls than intensely competitive varsity athletics. However, carefully regulated and supervised interscholastic competitions for girls have been found worth while under some conditions. Varsity athletics for boys at the senior high school level should also be closely supervised by the most competent teachers.

If you are a male student and aspire to become a high school varsity coach, you must first fulfill the necessary requirements to become a physical education teacher. In most instances your primary job will be that of teaching regular physical education classes. In many cases you may be asked to coach or assist with the coaching of one or more varsity teams. However, you should recognize that your main responsibility is to the large majority of students in your physical education classes and not just to those who make the varsity teams. Great damage to this profession has been done by high school coaches who have neglected the many to concentrate on the select few. Then too, there are still some high school coaches who have never outgrown a "Knute Rockne complex." They think of themselves as coaching masterminds or field generals, and even though they may be under no pressure to win, they operate on a "win at any price" philosophy. Such a philosophy is a symptom of confused or uneducated thinking which fails to see the whole point as to why athletics belong in *educational* institutions.

As a properly qualified and thoughtful physical educator we suspect that you will not be likely to make mistakes of this kind.

QUESTIONS FOR DISCUSSION

1. What are the four different grade levels that make up the elementary and secondary school?
2. What is meant by the 6-6 plan of organization? the 6-3-3 plan? the 8-4 plan?
3. What is the approximate age range for children in the elementary school?
4. What is the approximate age range for boys and girls in the secondary school?
5. What are the three types of American secondary schools that have been in existence during the last 300 years?
6. What was the purpose for establishing the first public high school?
7. Upon what basis are contemporary secondary school physical education programs developed?
8. Why is it necessary to consider the use of different kinds of activities for the various grade levels?
9. Why is it important that activities should be presented in a progressive and graduated manner throughout the school years?
10. What is meant by "extraclass physical education activities"?
11. What are "lead-up" games and what are their uses?
12. In what ways has confusion regarding the purpose and importance of varsity athletics created serious problems in physical education?

SUGGESTED CLASS ACTIVITIES

1. Visit an elementary school for the purpose of finding what physical education activities comprise the program. Report to the class on your findings.
2. Visit a secondary school for the purpose of finding what physical education activities comprise the program. Report to the class on your findings.
3. Select an elementary school physical education activity and write a brief report showing how this activity might contribute to the physical, social, intellectual, and emotional needs of the child.
4. Select a secondary school physical education activity and write a brief report showing how this activity might contribute to a high school boy or girl.

Physical Education in Colleges and Universities

The pattern of the well-organized program of physical education at the college level is usually very much the same as that found in the well-organized program at the high school level. In our discussion we will be talking about what might be called a typical good program; but you should keep in mind the fact that there is considerable variation from college to college.

As we saw to be the case at the high school level, the physical education program at the college level is composed of a program for all students which is usually required, an intramural program, and an intercollegiate or varsity program. Moreover, at the college level teacher preparation programs in physical education for undergraduate and perhaps graduate students are frequently provided.

THE BASIC OR REQUIRED PROGRAM

Most colleges and universities require one, two, or even occasionally three years of physical education. However, a few require none but offer elective courses in sports which are well attended because they are attractive. In those institutions which require physical education, the first year is usually devoted to improving physical fitness, learning or improving various skills, and gaining a greater understanding and appreciation of physical education and sports. If a second or third year is required, students are

usually given greater freedom of choice in selecting activities, and recreational skills including outdoor sports and dancing are often emphasized.

It would seem reasonable to suppose that physical education at the college level should be a continuation of physical education at the high school level, just as we suggested in the previous chapter that each school level should build upon what had gone before. However, in practice it does not always work out this way. Every freshman class that we have ever taught has included individuals who have *never* played some or even any of the popular team, individual, or combative sports. There are always individuals who do not know how to dance simply because they have never had the opportunity to learn. Moreover, there are always some individuals who have specialized in one sport throughout their school experience but who know little or nothing about other physical education activities, either from the point of view of participant or spectator. And finally, over the years we have been impressed at the general ignorance of beginning college students as to the role and values of physical education in American education and the American culture.

For these various reasons teachers at the college level cannot as yet look upon their offering as the last and rather advanced step in a long sequence of physical education experiences. Often-times they are forced to start their teaching with very elementary skills. But we are hopeful that with the growing appreciation of the need for good physical education in all schools and with generally better qualified physical educators teaching in the schools, college physical education may begin to operate more extensively at the college level.

You have probably been interested in the question of whether varsity athletes should be required to take physical education. Thinking and practice vary considerably on this point. In some cases, varsity athletes are given a blanket excuse from physical education or are given physical education credit for their athletic participation, at least during the semester or term when their sport is in season. Occasionally this arrangement is made because the required program is overcrowded and removing the athletes relieves

the situation somewhat. But usually this plan is adopted on the assumption that the athletes get enough of a work-out in their sport and do not need physical education. You can see immediately that this point of view fails to take into account the fact that a workout is not the only question at stake. Frequently excellent athletes are not physically educated in the broad sense at all; and frequently their sports experience is restricted to one or two sports. Consequently we feel that it is in the best interests of the athletes to have the opportunity to participate in a broad basic physical education program. Thus they may acquire recreational and other skills, knowledges, and appreciations which will be of value to them in other and later life situations.

Another aspect of the basic program has to do with meeting the needs of students who have some temporary or chronic physical impairment. If at all possible, these individuals should be given the opportunity to take physical education in the form of an *adapted* program. Most colleges attempt to provide activities which are carefully selected to meet the special needs of these restricted activity persons and which will increase their range of recreational resources.

In concluding our discussion of the basic or required program, we need to consider some important recent trends. These trends are the result of a recognized need to teach students the values of physical education and to enrich the offering. Included among these trends are: (1) intellectualizing of the physical education experience so that students will know its values and uses (think back to the earlier discussion of objectives), (2) teaching for greater sports appreciation, and (3) providing more recreational sports, oftentimes coeducationally. The importance of these considerations was highlighted in 1954 at the National Conference on Physical Education for College Men and Women which was held in Washington, D.C. Of course, some institutions have been working in these directions for many years with encouraging results. Several colleges and universities have been teaching sports appreciation and/or spectator education for a long time. But only in recent years have these things become what might be called general trends.

THE INTRAMURAL PROGRAM

The intramural program at the college level is similar to that found in high schools except that it is likely to be more highly developed in colleges. This is because in many cases the college campus must make provision for the leisure time as well as the study time of students, particularly in those colleges and universities not located in large metropolitan areas. Some large universities have full-time intramural directors and many have part-time directors whose teaching or coaching loads are lightened to take into account time spent in organizing and administering the intramural program.

In a relatively few colleges an extensive intramural program is provided instead of a required program. In fact, many colleges and universities have considered this plan. Its one advantage is that since only those students participate who wish to participate, the physical educator does not have to deal with a "captive audience," that is, with individuals who have to be there whether they like it or not. On the other hand, you can probably think of serious difficulties in such a plan. Do you think that the individuals who most need improvement in physical fitness and in physical skills would be most likely to participate? And how about our many other objectives, whose attainment is so dependent upon high quality teaching and coaching? We are inclined to think that if it is possible to justify requiring such subjects as English and history as basic, it is possible to justify requiring physical education on the same grounds.

The intramurals are made up almost solely of tournaments and young men and women participate largely for the joy of competition; rarely do they learn much more about the particular sport that they happen to be playing than they knew when they entered the tournament. Generally speaking, no provision is made for the learning of new sports and other physical education activities. In some cases, you have to be reasonably good to begin with in order even to get on a team. In other words, there is the danger that some students will be barred from participation in intramurals for the same reason that many have been barred from

varsity-level competition—that is, because of their lack of skill and their inadequate sports knowledge rather than because of their lack of interest. Actually, situations of this kind often reflect failures of the required physical education classes to teach basic skills and techniques. After all, one of the main functions of those classes is to teach the skills and knowledges necessary for enjoying competitive play elsewhere, such as in intramurals.

Most colleges and universities conduct intramural sports programs for women as well as for men. Of course, the more violent sports are eliminated and some of the more vigorous sports, such as basketball, are modified so as not to make excessive demands upon the strength or stamina of the girls. In the course of their experience most women physical education majors have become familiar with men's sports; but many of the men majors are almost totally ignorant of the differences between some of the men's and women's sports. Consequently, we would suggest that those of you who are male students find opportunities to watch some of the intramural contests conducted by the women. It will be interesting from a professional point of view, and we suspect that you will learn some things about the ladies that you didn't know before.

THE INTERCOLLEGIATE ATHLETIC PROGRAM

Most colleges and universities provide a program of intercollegiate athletics. In some, only a few sports are offered in this program, but others have as many as a dozen or more among which to choose. The intercollegiate program is primarily for those individuals whose ability is so exceptional that they stand virtually alone in their own institutions and only the best of other institutions can compete with them on an equal basis.

The modern philosophy of varsity athletics is that it should be an outgrowth of high-quality physical education classes and intramural sports programs. In other words, the needs of the majority of the students should be taken into account before the needs of the few, particularly when the few are also included in the other two programs. Most colleges and universities do not have to make a choice between meeting the needs of the few and meeting the needs of the many since they can and do offer all three programs,

physical education classes, intramurals, and varsity, in a satisfactory manner. However, as a specialist in this field you should be very much aware of this philosophy because, since varsity athletics are exciting and gain much public attention, the relative importance of the three programs sometimes gets turned around or mixed up. Thus, sometimes you will find both high schools and colleges in which great attention and excellent provisions are given to the program for the few and only the scraps are left for the majority of students who may be the very ones who are most in need of physical education experiences.

We would like to emphasize that the various problems which we raise in relation to varsity athletics are not intended to reflect upon the value or importance of this particular program. We have competed on varsity teams and have coached varsity teams. And we believe that competition at the varsity level provides qualified students with one of their most worth-while college experiences. The basic question is not really "Is intercollegiate athletics good or bad?" but "Is the coaching and administrative leadership good or bad?" No program can be any better than its leadership. And we hope you will remember this when you become the leaders of programs.

There are several different plans of organization of college varsity sports. In many cases, and very commonly in smaller institutions, the varsity program is a part of the total physical education program, just as it is in most high schools. Colleges and universities which place great emphasis upon one or more varsity sports such as football and/or basketball sometimes adopt a plan in which physical education classes and intramurals are under the athletic department, or a plan in which the intercollegiate program is a separate department by itself. It is interesting to consider why the different plans are adopted.

In the first plan, that of providing intercollegiate athletics as a part of the physical education program, varsity competition is intended to be a service to the students who participate and who watch. It is a part of the educational offering and total college experience and is only incidentally a sort of public entertainment.

On the other hand, when varsity athletics stands alone or stands supreme, we find a somewhat altered picture. That is, we find that the athletic program is not entirely or sometimes even mostly a student service; instead, it has taken on a new meaning which is more nearly a matter of public entertainment. Thus, in many large institutions, few of the athletes on the "big time" teams are selected from the student body; rather, they are brought in for the express purpose of playing. Actually, students are brought in to serve the established program and only incidentally is the program intended to serve the students. In some of these institutions relatively few students and faculty members attend games but hordes of people who are in no way connected with the college or university do attend. Both of these considerations illustrate our point that varsity athletics is not always provided as a student service, at least not directly. Then why is it offered?

The answer is somewhat complicated but we have good reason to believe that it is essentially a matter of *public relations*. It seems that the American people generally do not have too great an appreciation of the functions of institutions of higher learning. Still, it is these very people who must pay the bill so that these functions may be carried out. (Tuition money pays only a fraction of the cost of a college education.) The outcomes of education are not very easily measured; and it is not always an easy matter to explain to "the common man" or common state legislator just what the dollars and cents value of a college education might be. Consequently, college and university administrators are always having to wrestle with the problem of getting the taxpayer and prospective contributor to understand the importance of their institutions and to put up the money.

But when it comes to the colorful spectacle, the excitement and glamour of a varsity competition, everyone can understand this. People who have scarcely an inkling of the meaning of a college education get excited about college teams that win. Numerous college presidents who have had great difficulty "getting next to" state legislators at appropriations time have had the experience of finding these same legislators friendly, generous, and very understanding when a big time varsity program began to

prove its success on the scoreboard. With benefits of this kind to be had, no wonder that some institutions have maintained an expensive big time team even when gate receipts did not seem to justify doing so.

Now what are some of the implications of this situation for physical education? You are undoubtedly aware of some of them already.

To begin with, let us consider the type of varsity program provided exclusively as a service to the students. You hear very little of this type because it rarely gives rise to athletic problems and scandals, nor does it attract much in the way of publicity even though its teams are likely to be followed with intense interest by students, faculty, and alumni. It is purely and simply an important part of the total physical education and college or university offering.

You are likely to hear a good deal about the type of athletic program that dominates physical education or stands alone, for this is essentially an attention-getting device of the colleges and universities supporting it.

Some colleges and universities which have this second type of program also provide excellent physical education class experiences and very active intramural sports programs. Some are "big time" in only one or two sports and offer several others on the service-to-the-student basis. On the other hand, in many instances the programs for the students have been virtually sacrificed for the "big time" effort. Such extreme measures amount to a sacrificing of education in favor of the entertainment business and public relations. Indeed, there has often been a rather basic confusion as to what business they are in, entertainment or education.

Sometimes physical education has profited by inaugurating a "big time" varsity program. That is, new and greatly improved facilities have been built for varsity use and have been made available for physical education classes and perhaps some intramural activities. However, this matter of facilities is likely to be a sword that cuts both ways. "Big time" athletics calls for big crowds and seating accommodations for large numbers of people. Consequently, those who plan the stadiums, field houses, gymnasiums,

and swimming pools must strike some kind of compromise between a plant to accommodate spectators and a plant to accommodate students. Since it is usually expected that gate receipts will pay off debts and support the varsity program, the needs of the spectator are often considered ahead of those of the college student. Now this is a very real problem because many institutions in this country show how the compromise or attempted balance in planning for spectator and participant did not work out at all well. Many multi-million-dollar plants are a source of frustration and grief because they are very badly planned to accommodate physical education and student recreation, because large proportions of space are filled with permanent seats, or because large and expensive areas cannot be used for anything except, perhaps, half a dozen or so competitions per year.

We may note in passing that plants developed for the express purpose of serving students usually do not have to be concerned with problems of this kind. And on many campuses you may find a striking contrast between the women's facilities and the men's. The men's plant is likely to be one of those ungainly monstrosities which is the outcome of being more concerned with spectators than with participants; while the women's is likely to be a little gem of planning so that a program may best meet the needs of the women students.

We who believe in the academic respectability of physical education shudder at still another implication that "big time" athletics have sometimes had for physical education at the college level. The necessity for obtaining outstanding athletes if a "big time" program is to be successful has oftentimes led institutions to admit students on the basis of athletic ability rather than scholastic ability. Now we would like to make it clear that we have always welcomed athletes as physical education majors, and many of them have been excellent or at least competent students. Physical education is a natural career choice for many individuals whose major interest for years has been sports. But it has sometimes happened that the physical education major has been singled out as an easy way to keep athletes eligible to play. Low academic standards permitting high grades for inadequate performance in some

physical education major programs have not been uncommon; and of course this has been terribly damaging to our profession because many people will still not take it seriously as an academic discipline—they think of it as a soft course for athletes.

It is probably a sad commentary on the present state of the American public's attitude toward institutions of higher learning that success on the football field has so commonly been taken to mean academic success. Many of the so-called evils of athletics are directly related to this basic confusion which has led so many college and university administrators to feel it necessary to use varsity athletics as a major public relations medium. It is not our purpose in this book to discuss the ethics of college administration. However, we do believe that much of the confusion and some of the ridiculous practices—such as expecting a coach, who is typically completely lacking in education background, to obtain the necessary great "material" and at the same time be simon pure and a "character builder"—would be avoided if "big time" athletics were frankly designated as a part of the institution's public relations program.

THE INTERCOLLEGIATE PROGRAM FOR WOMEN

Shortly after the turn of the century, a Harvard University physician named Dudley Sargent, one of modern physical education's great pioneers, took the lead in helping to make sports and other physical education activities acceptable for college and university women. He taught that experiences of these kinds are important and suitable for women as well as for men. Prior to that time, such activities were generally considered unladylike, dangerous, and entirely inappropriate for college women. However, once programs were initiated the idea spread rapidly, so that within a few years virtually all coeducational and women's colleges included physical education in their offering. Incidentally, you may have heard of Sargent College, an institution which is now a part of Boston University and which specializes in preparing women physical education teachers. As you might guess, this college is named for the man who did so much to make physical education an accepted part of the American coed's college experience.

By the time that physical education for women was just becoming established in New England, men's varsity athletic programs were already highly organized and having complex "athletic problems." In fact, there was an athletic scandal in Theodore Roosevelt's administration and the President himself called for greater restraint and control in the conduct of intercollegiate competition. The point is that men's athletics "just growed" like Topsy because of their popularity with students and others, and only gradually did colleges and universities begin to subject it to proper control and finally incorporate it into the educational offering. On the other hand, women's physical education activities were provided under controlled conditions from the outset. Since men's programs were already well established, women leaders could study them for their strong and weak points and adjust their own theories and programs accordingly. The following statement from the "Standards" of the National Section for Girls' and Women's Sports (N.S.G.W.S.)¹ shows the spirit which has characterized women's sports competition in American schools and colleges: "The one purpose of sports for girls and women is the good of those who play. The result of competition should be judged in terms of benefits to the PARTICIPANTS, rather than by the winning of championships, or the athletic or commercial advantage of schools or organizations."

For various reasons there has been a tendency on the part of women physical educators to avoid emphasizing men's style intercollegiate competition and even to shy away from it altogether. Some of these reasons have had to do with avoiding the mistakes men have made when they have let their varsity programs get out of hand; but others have been based upon an effort to adjust the offering to women's abilities rather than to men's. Sports days and field days involving unpublicized and friendly sports competitions between two or more institutions have been recommended and

¹Our national association, The American Association for Health, Physical Education and Recreation is divided into four divisions—one each for health, physical education, and recreation and a general division—and the divisions are subdivided into "sections." The N.S.G.W.S. is one of the sections in the physical education division. The section has been exceedingly influential in shaping modern physical education for women in America.

rather widely substituted for league play. Recently, however, there has been a growing tendency to encourage intercollegiate league play for women *if it is an outgrowth of and not a substitute for well-conducted physical education and intramural programs, if it does not detract from these other programs by dominating the facilities or reducing the interest or efficiency of the teachers, and if competition is governed by established controls and standards.*

The question is often asked: Why don't American colleges and universities do more to prepare women for the Olympic games? In most institutions the intensive coaching and training of a few individuals for such high-level competition has not been feasible, although if there is an increase in varsity competition for college and university women in the future, there may well be greater possibilities of this kind. But this is only part of the answer. We must also consider that the great bulging muscles required in, for example, some field events in track, are not in accord with American standards of femininity, just as in this country we do not consider heavy pick and shovel labor suitable work for women even though some countries do. Consequently, unless our cultural standards change faster than now seems probable, it seems unlikely that in the foreseeable future American colleges and universities will attempt to develop women who can compete in the big muscle events of the Olympic games.

THE TEACHER PREPARATION PROGRAM

As you are well aware, teacher preparation is also a part of the physical education offering of many colleges and universities. There are three major aspects of this offering: that is, the physical education major, the minor (designed to provide a background of key courses for students majoring in other areas), and graduate study toward masters' and doctors' degrees. We will discuss the undergraduate teacher preparation program in some detail in the chapter, "Your Professional Preparation," so will not elaborate upon it here other than to say that it is designed to help you to acquire broad human and cultural understandings as well as specialized knowledges and skills for your career.

Graduate study in physical education involves two principal kinds of activity. The first has to do with learning to be a better performer on the job of teaching or, perhaps, becoming qualified for administrative or supervisory work. This type of preparation has to do with studying with experienced professors who help guide teachers to more effective ways of solving their on-the-job problems; it has to do with gaining a greater understanding and appreciation of physical education as a profession by studying its literature; and finally it has to do with exchanging ideas and ways of doing things with other graduate students.

The second type of activity associated with graduate study is research. Research has to do with gathering and interpreting evidence in order to solve a practical problem on the job; or it may have to do with getting basic information about physical education.

The first type of research, that of gathering and interpreting evidence so as to solve practical problems, may be concerned with surveying a group of physical education administrators to find out what they consider to be the best way to schedule classes, or to find out what qualifications they look for in job applicants. Research possibilities pointed toward finding out how other people are getting the coaching and/or teaching job done are numerous.

The other type of research is usually of a more complex kind. It commonly has to do with determining the effects of physical activities or competition upon the minds and bodies of children and adults. It may also have to do with discovering ways of getting better performance from athletes.

This type of research may sound very academic and dull to you. But actually we suspect that you would be very much interested in knowing the answers to many of our field's research questions. For example, does heavy exercise actually harm the heart or cause what has been termed "athlete's heart?" or does it give rise to improved heart action? What effect does weight lifting actually have upon the body? Does it slow down the speed of body movement and lead to "muscle-boundness" or does it improve muscular efficiency? Can you lose weight by exercising? How do physical education activities affect the menstrual cycle of women? Do sports and other physical education activities improve

mental health? Are there "superfoods" which improve performance in sports? Does oxygen taken between halves of a game improve performance? and so on. These are some of the problems that researchers in our field have studied or are interested in solving; and many graduate students have helped to make real progress in the task of looking for answers.

Those of you who have enjoyed science courses and who find such questions interesting might well talk to your advisers about taking course work that will prepare you for scientific work in physical education. It may surprise you to learn that in recent years full-time and part-time jobs in physical education research have been opening up at the college level. Research assistantships for master's and doctor's degree candidates are not uncommon and are becoming more common. It is entirely possible that after you have completed your undergraduate degree work you will be interested in contributing to the understanding of the scientific aspects of physical education.

QUESTIONS FOR DISCUSSION

1. In what ways are the high school and college physical education programs similar? Name five dissimilarities.
2. Why are colleges and universities usually unable to offer physical education class activities which are actually at the advanced level where college subjects are supposed to be?
3. Why are athletes sometimes excused from physical education classes? What are the merits, if any, of these reasons?
4. In what ways are physically handicapped individuals accommodated in good physical education programs?
5. What are some trends in college physical education that would not be appropriate on the high school level? Do you see implications in these trends for preparation for family living?
6. What are the advantages and disadvantages of substituting an intramurals program for the physical education class program?
7. Name at least five common problems in intramural sports at the college level.
8. Why is it necessary to stress the fact to your students, colleagues, and administrators that the intercollegiate athletics program should be an outgrowth of a sound physical education class program and intramural program?

9. What is meant by the statement: No program can be any better than its leadership?
10. What are some different plans of organization of college varsity athletics?
11. According to the text, why, generally speaking, do colleges and universities go into "big time" athletics?
12. How is physical education sometimes affected by the different plans of varsity athletics?
13. How have big time athletic programs sometimes damaged the academic standing of physical education?
14. In what ways has the development of women's intercollegiate athletics been different from that of the men?
15. Why have American colleges and universities not stressed preparing women to compete in the Olympic games?
16. What are the various aspects of teacher preparation in physical education?

SUGGESTED CLASS ACTIVITIES

1. Evaluate several athletes as to the extent to which they are "physically educated" in the broad sense of the term. (First, you may need to review earlier chapters and decide what it means to be physically educated.)
2. Find out the extent to which your college or university physical education program is attempting to emphasize such things as intellectualizing the physical education experience, teaching for sports appreciation, and offering recreational sports.
3. Assign an interested student to read Dr. McCloy's article on intramurals (Reference No. 15). After hearing a report on this article, evaluate it and discuss ways in which his ideas might be put into effect.
4. Form committees to analyze the types of varsity athletic programs to be found in several colleges or universities in your area. Discuss and contrast the specific situations reported on as to their purposes for having athletics and the effects of the athletic programs upon the rest of the physical education program, the teacher preparation program, and the plant and facilities.
5. Assign individual students to read and report on articles having to do with serious problems in college varsity athletics. (A number of such articles are listed in the reference list, for example, references 1, 3, 5, 8, 10, 11, 12, 13, 16, 17, 18, and 20; others should also be

taken into account.) Form a panel of those reporting so that the various points of view and suggested solutions may be distinguished and evaluated. Discuss the information presented.

6. If a woman is not teaching your introductory course, invite the head of your women's department or other qualified woman to visit the class in order to discuss modern concepts of intercollegiate athletics for women and her own department's policies in this connection.
7. Invite a professor to discuss your department's graduate offerings and outline some interesting physical education research activities that are going on in your and/or other colleges and universities. In preparation, read References 14 and 19.

Part II

YOU AND THE PROFESSION OF PHYSICAL EDUCATION

Your Professional Preparation

Let us introduce this chapter with two famous quotations which deserve careful consideration.

Abraham Lincoln: *I will study and prepare, and some day my chance will come.*

Fielding Yost (former Michigan coach): *The will to win is not worth a nickle unless you have the will to prepare.*

It is not at all uncommon for students who are specializing in some subject to wonder why they "have to take all this other stuff." Engineering students, for example, always seem to have difficulty understanding why they have to take English. "You don't have to know English to be an engineer," they say.

Similarly students who are specializing in a particular area of a field frequently have difficulty in understanding why they have to know something about the field as a whole rather than just their specialized area of interest. Thus, the medical student who plans to be a nose and throat man is sometimes prone to be a little impatient with his genetics courses, psychiatric lectures, and the like.

As you know very well, the same kinds of protests are common in the field of education and in physical education. "Why," students ask, "do we have to take all these other things when we're going to teach nothing but biology?" or science? or math? or physical education?

Well, in spite of what you may have heard from upperclassmen

or even from some teachers or coaches, there are very good reasons for requiring certain courses. Conferences involving leading people in this field have met to study and recommend course requirements. They have attempted to answer the question: What academic preparation is needed to qualify for teaching in physical education? Because of these conferences, course requirements have become fairly standard in teacher preparation institutions around the country; but there are some minor variations from college to college.

The plan for this chapter is to discuss typical college courses which are required of students majoring in physical education. If you can gain an understanding of *why* you take what you do, the chances are that your college years will have more meaning and be of greater value to you. It will be easier for you to get into the spirit of the whole thing.

This matter of getting into the spirit of your professional training is of the greatest importance. Here is an illustration of what we mean. At the time of this writing there is a young man who is now a senior and should be graduating in the spring. It so happens that he is an All-American football player and is sometimes called the best tackle in college football of recent years. Of course he has had a number of offers to go into professional ball. Unhappily, however, next fall he must make a choice between accepting one of the professional club offers and finishing college—because in order to finish college he will have to come back for at least one more semester. His grade average has not been good enough to qualify him for his student teaching.

The sad thing about this situation is that this man is smart and really very capable. His grades during most of his junior year and all of his senior year have been good and he has given indications that he will develop into a first-class teacher and coach. At the request of one of his professors he described his personal experience to the freshman physical education majors, generously giving himself as an example in an effort to keep younger students from making the same kinds of mistakes. He told how, during his first two years of college and part of his third year, he had not seen the sense of the course work. He had been con-

tent to get D's and F's when he could have made B's and C's or sometimes even A's. When finally he began to wake up to the fact that he had been cheating himself and that there is more to being a teacher than he had realized, serious damage had already been done. Things that he had missed through lack of interest in previous courses made it all the more difficult to do well in more advanced courses; but because of his change of attitude, the quality of his work improved greatly. Although the damage could not be completely repaired he did better than might be expected, considering his start.

When this man's attitude toward his work changed, so did the quality of his work. Perhaps you would be wise to evaluate your own professional attitude. Some of the required course work will be difficult, and it will demand your earnest enthusiasm and hard work. And perhaps we can help you to get off to a good start on this thing called "attitude."

TYPES OF TEACHER-PREPARATION COURSES

We may divide teacher-preparation courses into three major types, which we will arbitrarily call: (1) technical "know-how" courses, (2) basic understandings courses, and (3) general background courses. Let us discuss these categories of courses briefly.

Technical Know-How Courses

Almost no one has difficulty in understanding why courses of this kind are required. They have to do with learning sports skills, rules, tactics, and the like; methods of teaching, and coaching; and methods of organizing, administering, and supervising activity programs. These subjects are obviously tools of the trade, and of course every professional physical educator needs a sound grounding in such matters.

Now in this business of learning what to teach and how to teach it, there are a number of important considerations. In the first place, as we have stated before, *you do not have to be a great performer in order to be a great teacher*. A number of America's most famous coaches and best teachers have never actually partici-

pated in the sports that they coached or taught. On the other hand, some of the poorest jobs of teaching are done by people who have been great performers.

Actually, in order to be a good teacher, you must know a wide variety of skills, ranging from team games to gymnastics, and from swimming to dancing and combatives; and you must be skillful in teaching them. Of course, if you have developed some skill in these activities yourself, you may have an easier time understanding the point of view of the learner, and you will be able to demonstrate what you teach. Of greater importance, however, you must know how to handle groups of various sizes as you teach them to waltz, to apply artificial respiration, to play basketball, to do a switch or take-down in wrestling, to do a backhand stroke in tennis, to handle a hockey stick, or to catch a softball. You must be able to analyze the individual skills that you teach, so that you can describe the correct way, and so that when, for example, a girl is doing a front roll incorrectly you will be able to tell her exactly what she is doing wrong, and what she must do to correct it. Moreover, you must know enough about the conditions in which learning takes place to know *how to* make suggestions properly. (Did you know, for example, that when people are praised for their efforts they tend to improve; whereas if those same people are criticized for the same performance, they do not improve but may get worse instead? One successful golf "pro" told us that he has a policy of never mentioning a mistake that a pupil makes until he has first praised his effort. This is a psychologically sound approach.)

In this profession you have to know numerous activities. But no matter how much you know, no matter how anxious you are to introduce young people or old people to the thrills and satisfactions of sports and other physical education activities, if you lack the know-how of teaching, if you are weak in methods, you cannot be a good teacher.

There is still another aspect of know-how that does not apply directly to the teaching of skills. In your teaching and coaching, you will also attempt to improve the fitness of your pupils; in fact, if you become a coach of boys or girls of high school age, one

of your main concerns will be to get your athletes into "shape" for the simple reason that good condition is necessary for top-flight performance. Now, there are two ways of going about this. One way is to try to remember all the things you've heard about fitness and physical condition and on the basis of these give your boys or girls some rules to follow. Of course, this is not a very wise way to set up a conditioning program because you don't really know whether what you've heard on the subject is right or wrong.

The other and much more sensible way of going about improving the fitness of young people is to take a scientific approach to it. Your professional training courses dealing with nutrition and the physiology of exercise will have given you a sound basis of knowledge for developing a fitness program *that will work*. In addition, because you will have had courses in which you studied these things you will know where to turn for the latest information on the subject when you are in need of it.

In other know-how courses you will learn many things that are necessary for being successful on the job. You will learn how to build sequences of activities which are suitable for youngsters of the grade levels with whom you are working; furthermore, you will acquire the skill for adapting physical education activities to the school situation in which you find yourself. You will also learn how to make plans which will guide your teaching efforts; you will learn what your typical administrative responsibilities will be and what good administrative policies and procedures are, including the art of getting along with your fellow teachers, teachers in other departments, your department head, your supervisor, your principal, the parents of your pupils, and the community in which you live. You will become versed in the use of evaluation techniques for determining the progress of your pupils (and this, of course, is also one of your best ways of determining how effective a teaching job you've been doing); and during your senior year you will have an opportunity to put a good deal of your know-how to work in student teaching, when you go out into a school and assist a teacher on the job.

Now, as we have said, it is not difficult to see why the know-how courses are required. They are basic; they equip you with the tools

of your profession. In effect, they are the same kind of thing you would go through if you went to a technical school to become an automobile mechanic: you would learn how to handle your tools, develop your skills for the job, and work under someone's supervision on some trial jobs.

Bear in mind also that if you were to be nothing more than a skills technician, such as a professional baseball coach, a trainer of circus performers or chorus girls, or an animal trainer, the know-how courses would be quite enough. You don't have to have a college degree to do that kind of thing. But you do need the training that a college degree represents if you are to be an educator—a guide to the physical, mental, and emotional growth of children and young people. Let's see what the other kinds of courses have to do with becoming an educator.

Basic Understandings Courses

Teaching is not a matter of following a recipe book or a book of rules. The good teacher is constantly *thinking* his or her way through his work, always looking for the best way of doing it. Now, knowledge is the basis of good thinking. If you don't have the basic facts, no matter how logically you think, you will not come up with a very good solution. For example, let us say that a basketball game is in progress. You are the coach and you know that something is going wrong with your team's play. Suppose you decide that the difficulty is one thing, when actually it is something else. During time out you may give your boys or girls some excellent advice as to how to correct the supposed difficulty, but you will not have helped them to solve the real difficulty because your basic information was incorrect.

Let's take another illustration. Let's say that a boy or girl comes into your physical education class who has very poor posture: head carried too far forward and shoulders very rounded. You think, "Well now, we can correct this difficulty by encouraging this pupil to pull the chin in and to hold the shoulders back." And you set about doing this, telling the youngster how much better he will look if he improves his carriage, and perhaps requiring him to exercise those back muscles which must be strong enough to hold

the shoulders properly. However, after all your efforts, possibly even with his full coöperation, you may find that your "patient" is not only no better but is more sensitive than ever about not standing very well.

Here again the basic information necessary for an adequate solution of the problem has been lacking. Had the basic understandings about the facts of posture been known to you, you would have realized that this pupil's poor head and shoulder position *could* have been due primarily to poor eyesight and that he had long since formed the habit of straining forward in order to see; or, again, his posture could have been due to a diseased condition which was robbing him of the strength to stand erect; or it could have been due to weakness from malnutrition, or possibly even to some emotional disturbance, the bodily position reflecting a troubled state of mind. You will probably agree from this example that the basic understanding of the causes of posture difficulties is essential before you can hope to think your way to a solution in posture problems. And you stand a good chance of doing young people more harm than good if you lack these basic understandings.

The basic understandings courses cover a wide range of subjects; as a matter of fact, you have an opportunity to do little more than scratch the surface of these during your undergraduate years. But do not be discouraged by this. It is these understandings that lend much of the fascination to teaching, for they put you in a position to solve your teaching problems in such a way that you contribute to the welfare and growth of your pupils.

The course having to do with introducing students to physical education as a career—the one for which this book is intended—is a basic understandings course. Its purpose is to familiarize you with the concepts and practices of physical education. These should serve you as a guide in your future work; they should outline your mission as an important member of the educational team; they should help you to make your future decisions on the job, for they remind you that all decisions must be in terms of the question: What is in the best interests of the pupils? And these basic understandings about physical education should also inspire your training

years with a spirit of purpose, in the belief that your job and preparation for your job are worthy of nothing but the very best that is in you. If you acquire this very basic understanding as a student, a well-taught course will be a delight to you; but a poorly taught course will not seriously bother you. Since you'll feel that you are there primarily for understanding, you'll decide to get something out of the course in spite of the teacher, if necessary. We might add that it has been our observation over the years that students with this kind of attitude are not only the best qualified but also enjoy their college experiences most.

The biological science courses including biology, zoology, anatomy, and physiology are basic understandings courses too. When you're trying to remember the difference between the tibia and the fibula, or the carpal and the tarsal; or when you're cutting up an unsavory-looking cat or cadaver, as the case may be, it is not always easy to bear in mind the basic purpose of the whole thing. *Bio* is from a Greek word meaning "life." When you study in the biological sciences you are studying life in its various forms. You, as a teacher, must understand life as best you can because your business is to direct the growth of human life. We in physical education are particularly concerned with bodily structures and functions because we do our teaching primarily by way of physical activities. Moreover, through such studies we learn something of the remarkable potentialities of the body, and we learn what its limitations and needs are as well.

The anatomy and physiology courses form the basis for understanding later courses which have more specific applications to our field. After you have successfully completed anatomy, you are prepared to move on into kinesiology. This course is concerned with an analysis of human motion. Study is devoted to determining what muscles are responsible for what movements, and it is then possible to determine ways of doing things so that fullest use is made of muscles and muscle groups. It sometimes happens that athletes need to modify their stance or their movements just a little in order to bring into play powerful muscles which were not previously being utilized fully. For example, when putting the shot, by simply holding the elbow out away from the body in-

stead of close to the body, a powerful muscle of the chest is brought into action as the shot is hurled from the shoulder.

When you know what muscles are involved in different types of movements, it is then a simple matter for you to plan exercises or conditioning routines which will strengthen weak or inadequately strong muscle groups. When you are teaching or coaching, many individuals, young and old, will come to you wanting to know how to build up their upper arms, their grips, their chests, their necks, their shoulders, their back, their abdominal muscles, and their upper and lower legs. Sometimes they will want this information so as to perform better in some sport or other activity. Sometimes they will want to improve their physical appearance by improving their musculature.

In many instances you will find yourself teaching and coaching in situations where athletic trainers and physicians are not available to take care of the injuries of your athletes. The task of taking care of joint injuries, applying ankle wraps, and so on, will then fall to you, and you must have an understanding of joint structure in order to get the job done. We might mention in passing that many physical educators find this type of work so fascinating that they specialize in it to become athletic trainers or physical therapists.

In order to understand the working of muscles, it is necessary to have some understanding of physics, that is, the mechanical principles which account for movement, and knowledge of which can result in more efficient movement. Some colleges deem it necessary to require an elementary course in physics prior to the kinesiology course itself. In this day and age when physics plays such an important role in civilization, a person cannot very well feel "educated" without some familiarity with physical principles.

Practical applications of the physiology courses are found in such courses as nutrition and the physiology of exercise. Actually, these are know-how courses, too, as we have pointed out, in that they are essential for knowing how to develop the fitness of teams. However, they also have to do with those basic understandings of the nature of growth and fitness. For example, if you understand the principles involved, you will know that you cannot develop

the strength of a muscle by doing easy tasks a large number of times; and you will know that you cannot increase endurance by single exertions, no matter how strenuous. In other words, to build strength, you must constantly increase the load against which a muscle is working; to build endurance, you must increase repetitions. Such basic understandings, and many others, are what you need to build maximum fitness for any particular type of sport or other physical education activity.

In many schools, physical education majors take enough courses in the biological sciences to permit them to qualify for a teaching minor in that field with relatively little additional work. Such a combination of physical education and biological science fits you for many jobs in which one teacher is expected to teach two subjects. It is also a good background for teaching in the field of health education.

(Our discussion here is not intended to sugar-coat the required course work or to give you the impression it is easy. Indeed, you would be wise to face the fact that some of these are hard courses, and that you will have to give special attention to your note taking and study habits in order to do good work in them. The point is that these courses make sense in terms of your professional objectives.)

There is another group of basic understandings courses which has to do with the mental and combined mental and physical phases of human nature. Here again the basic argument is: as a teacher you are primarily interested in the development of the total individual; sports and other activities are the means whereby you make your contribution. If you are to serve the child you must know the child and how he grows, how his mind works as well as his body. You must also know a good deal about the conditions which are most favorable to his learning the things that you have to teach him.

The courses in this category include educational psychology, child psychology, adolescent psychology, and a course or series of courses designed to take into account both the physical and mental aspects of the growth process: the human development or child growth and development courses.

The educational psychology courses are designed to provide you with a number of basic principles related to the educative process. Here you learn about differences in the learning speed and capacity of individuals, how teaching can take advantage of motivation to accomplish learning, what factors interfere with learning, why emotional upset can disrupt learning, and how such upset can be minimized. Also in these courses you learn whether it is better to schedule intensive practice sessions every day or to distribute them over a longer period of time; and you discover that learning does not take place at a steady pace but rather moves along at irregular speeds, sometimes not improving much at all in spite of hard effort. The more of these principles that you learn well, the more likely it is that you will conduct a psychologically sound program of instruction which accomplishes the fastest and happiest learning.

Some colleges require course work in child or adolescent psychology, and others require it in child or human development. The latter courses tend, perhaps, to place greater emphasis upon the physical aspects of development, and they are more commonly taught in the education or physical education departments. The purpose of these courses is to outline and observe the characteristics of children and young people at various stages of development, and to discuss the various problems that are typical of the several developmental levels. For example, at about the second grade level, children tend to become increasingly concerned with conforming to the standards of their group, and not as much concerned with the standards of their parents. At about this same time, children are growing rapidly. Their ability to learn more difficult physical skills increases considerably. There is a growing tendency for children of this age and later to prefer to play with children of their own sex.

Girls tend to mature more rapidly than boys; in the sixth and seventh grades the girls are beginning to look and act like young women, while many of the boys continue to look like little children. It is not long, however, before the boys reach young manhood; they get bigger and stronger; the hair on their bodies becomes coarser and whiskers begin to grow. Their voices deepen.

These and many other changes of puberty may seem to take place almost overnight.

In our society, the abrupt and rather drastic physical changes which appear at the time of puberty are commonly accompanied by rather drastic psychological changes as well which tend to give rise to rough and painful adjustments.

In brief, the young person has spent about a dozen years learning to play the role of a child successfully, and now rather suddenly he is expected to assume some of the responsibilities of being an adult—but at the same time to remain a child in many ways. This situation commonly makes for difficulties which are apparent in the home and at school.

In our society the adolescent is not yet ready for adulthood, but with his new strengths and greater opportunities for moving about freely, he begins to desire still greater independence. He begins to take a greater interest in girls, and he is very much concerned with being "one of the gang," which is to say that his social awareness is greatly increased. It is at this age level that the well-prepared physical educator can make one of his greatest contributions to the lives of boys and girls. He can do this by keeping in mind the physical and emotional limitations and problems of young people of this age. He can help to teach them how to make good adjustments in a strange situation in which they are no longer children but not yet adults.

This is but a sketchy outline of developmental characteristics into the teen years. The point is that these are illustrations of basic understandings in human development with which you must be familiar in order to understand the children and youth with whom you will work. In fact, your building of activity programs and your methods of teaching must all be in terms of the developmental level of the particular youngsters whom you teach if you are going to meet their needs and make a real contribution to their educational growth.

Do you see what we mean when we say, "It isn't enough to know sports and other physical education activities; you've also got to know the young people with whom you are dealing"? Perhaps it is becoming more apparent to you why at least four years

of college preparation are necessary before you *begin* to become qualified to be a good teacher.

Two illustrations related to the above-mentioned developmental characteristics may help to show why your future programs should be sensitive to the developmental level of children. First, among girls: At puberty, girls tend to become quite the young ladies and, generally speaking, their physical abilities tend to reach a peak at around the fourteenth year and then to decline. Women physical education teachers who work with girls of this age should recognize that their enthusiasm for sports and other physical activities may now be in competition with their eagerness to become sophisticated and charming young ladies. Working up a sweat on the playfield, getting hair mussed from playing and showering, and perhaps getting clothing rumpled in a locker are certainly not things which will add much to the lady's glamour, and she is prone to take a rather dim view of the whole thing—unless. . . .

She is prone to take a dim view of it unless her teacher can use skill in pointing out to her that having a healthy, well-formed, and skillful body is basic to glamour. Indeed, the woman physical educator can be one of the most valuable and wholesome influences upon girls of this age by helping to put this quality of glamour on a sound basis of health, vigor, know-how in recreational skills, and skill in interpersonal relationships. Of course, too, everything possible should be done in the way of providing adequate facilities for showering, dressing, and storing clothing, as well as offering a suitably planned program of teaching and activity.

Now for one of many possible illustrations for the boys. By and large, young men come into professional physical education with the idea of teaching and coaching on the secondary school level. This is all very well, but we suspect that many would shift their interest to the junior high school level if they were more familiar with the characteristics of boys in the seventh to ninth grades. The high school youngster is inclined to feel rather sophisticated, rather confident about what he likes and what he doesn't like, and not too anxious to try new things. Social affairs and his "crowd" are almost excessively important to him. On the other hand, the junior high school boy is more likely to feel that he has

at last broken away from the restrictions and limitations of childhood. He is hungry to learn whatever you have to teach him. He will try anything. He wants to explore the world. He is full of life and the spirit of adventure. He is interested in his total growing and maturing organism. He wants to be strong and capable. He wants to be free and independent (but at the same time, he wants to know that there are dependable adults not too far away). He can make fantastic progress in skills, ranging all of the way from the team sports to gymnastics and swimming. He loves the out-of-doors, wants to hike and fish and explore. He needs the guidance of qualified adults who can show him life and something of how to live it. Some of the greatest and most rewarding of all the opportunities in teaching may be found by qualified physical education teachers who are familiar with the characteristics of boys at the junior high school level.

So much for basic understandings courses. We believe that you probably see the point—how, when you have basic understandings of human beings and how they function and grow, you can build a program of activities that will be of greatest value to them. Now let us turn our attention to our third type of college courses, the general background courses.

General Background Courses:

The purpose of college preparation is to help young men and women to become educated people who are capable of providing the vision, understanding, know-how, and leadership that are so desperately needed by the human race today. As Abraham Lincoln said: "I hold that while man exists it is his duty to improve not only his own condition but to assist in ameliorating mankind." Your professional preparation is only a part of the general plan to help you to become an individual of cultivated and productive intelligence capable of fulfilling yourself and contributing to the development of mankind.

Most universities and colleges offer a series of required courses designed to further the student's knowledge not only of the broad world picture but also of the American culture—its nature, history, and problems. As a college educated person you should have

more than the usual familiarity with the meaning of the cultural tradition to which we belong; and in time it is expected that you will play a part in molding our culture so that it will be in harmony with the finest human aspirations and encourage the fullest development of all people.

As a teacher your responsibilities along this line will be exceptionally great, for is not the underlying objective of our educational system to prepare young people for able citizenship in this and the world society? If you teach for only a few years, you will have influenced thousands of pupils either in the direction of thoughtful and competent citizenship, or you will have influenced them in some other direction. To put it another way, you will have had a part in determining the kind of society there will be in the future. Whether you like it or not, such will be the responsibility of your position as a teacher. By your example, your attitudes, your ways of doing things, as well as by your direct teaching, you as a physical education teacher and coach will be one of the most influential people in your school and in the community. In brief, your general background course work can help insure that you are able to grasp the significance of local, national, and world affairs and that you are qualified to be an enlightening and constructive influence in the lives of the young.

As we noted to be the case with some of the basic understandings courses, many students have some difficulty seeing why they have to take general background courses when what they want to be is an engineer, a businessman, a teacher, or a coach. Let us emphasize that such courses as history, sociology, anthropology, literature, and philosophy will add to your understanding of humanity and its problems and of yourself as a human being—if you give them a chance.

Now let us be very frank about the cultural background of many of us in this field, possibly including some of you, yourselves. At one time or another in our lives we have fallen in love with bats and balls, playfields, tennis courts, gymnasiums, swimming pools, camps, sports competition, and the good-fellowship that we have found in play, and all too often we have fully occupied our minds with these excellent things and have excluded almost every-

thing else. Now this is no worse a state of affairs than for the bookworm to get lost in his books or for the narrow-minded scientist to "hole up" in his laboratory, but it is still unfortunate. Among other things it has resulted in the failure of many of our people (and we suspect some of you) to know the pleasures and satisfactions of intellectual and cultural pursuits. This is one of the dangers of all specialized fields, including physical education. Physical education activities are so attractive to an athletically-minded individual, and the tactics and problems of games are so fascinating that many of us are in danger of undergoing "intellectual growth failure" as far as a broad education and cultural perspective are concerned.

True, if he wants to do so, the professional athlete, like the technical expert in mechanics, or the scientist in other fields, can isolate his mind and live for nothing but his specialty. This is a narrow-minded choice, which, fortunately, many professional athletes have avoided. Still there are many overspecialized people who have cut themselves off from some of life's rich experiences. But let us make this clear. As a teacher you are not free to make this choice. Indeed, when you selected a teaching career you committed yourself to become an educated person.

As a teacher, you are committed to become a person of broad culture as well as a specialist in your own field. It is distasteful for us to have to admit that in too many places the physical educators and coaches have earned the reputation of being the uncouth members of the teaching staff. Too frequently we have influenced young people against intellectual pursuits, if not by our words at least by our actions, our attitudes, and even the kind of language we have used. Fortunately, the improvement of teacher preparation in recent years has corrected this situation to a considerable extent.

Many centuries ago a great Greek king, Pericles, said to his people: "We are lovers of the beautiful, yet simple in our tastes, and we cultivate the mind without loss of manliness." This statement might well be a motto for the present day too. We are interested in developing the whole child, his mind and emotions as well as his body. It is we schoolteachers who are perhaps most

responsible to see to it that our young people achieve a balanced development.

As we have repeatedly stated, you will be especially influential in your dealings with the young because you talk their language. You talk the language of action, of doing things, of developing strong, handsome, and competent bodies, of physical skill, of sports competition, and of hearty companionship. If you have a respect for and basic understanding of the general background subjects and the cultural and intellectual pursuits, you will encourage the growth of your pupils in these directions too. As a member of the total school team—an educator—it is up to you to be familiar with the cultural heritage of our civilization and to help to transmit this knowledge.

You may not be quite ready for some of these ideas. You may not be entirely sold on them, especially if you are in the process of struggling through a course on literature or history. But think about it. We suspect that you will like the idea of being a person of culture, an educated person who is prepared to communicate to the young something of the dignity and significance of their total education.

Let us conclude this discussion with the advice a university president recently gave to his students: "If you choose to work, you will succeed; if you don't, you will fail. If you neglect your work, you will dislike it; if you do it well you will enjoy it."

QUESTIONS FOR DISCUSSION

You should be able to answer at least ten of these twelve questions.

1. What is a common attitude of students who specialize in an area toward course work in other areas? What is your attitude?
2. Why is it important that students do good work in their major studies from the very start?
3. What kinds of courses are included in the three major types of courses described in this chapter?
4. Why do you think that we stress the fact that a great performer is *not necessarily* a great or even a good teacher?
5. What is meant by the statement that in order to *think* your way through problems, you must have basic understanding?

6. Why is it important for physical educators to have a sound understanding of young people and their growth characteristics?
7. Of what value is an understanding of physiology and psychology for physical educators and coaches?
8. What are some developmental problems of children with which the teacher should be familiar?
9. Why is it necessary for the physical educator to be a person of good general education with some emphasis upon the humanities and social studies as well as a good professional education?
10. How might the physical educator's and coach's attitudes toward health and cultural and intellectual pursuits influence the attitudes of pupils?
11. Why is special importance attached to communications in relation to teaching and public relations?

SUGGESTED CLASS ACTIVITIES

1. Discuss the professional preparation curriculum of your institution so as to observe the provisions made for the three major types of courses described in this chapter.
2. Invite a professor, perhaps your department head, to discuss with you how your department's curriculum was developed.
3. Form committees to study different opportunities for academic minors, such as biology, health, recreation, and social science.
4. Have a panel discussion of the three types of courses offered in your institution: (1) the technical "know-how" courses, (2) basic understandings courses, and (3) general background courses. Discuss each type in relation to its value in becoming a qualified physical education teacher.
5. Have a panel or round-table discussion on the importance of being able to think your way through problems on the job. Give examples.
6. Invite an outstanding senior class man or woman to talk to your class about difficulties and mistakes to avoid.
7. From your own experience, discuss common problems of young people that you feel teachers should be aware of and take into account in their teaching and coaching.
8. Have committees visit elementary, junior high, and senior high schools to watch physical education programs in progress and to talk with the teachers. Report back to the class on the advantages and disadvantages of teaching at each level.

9. Invite a speaker to discuss the importance of the general background courses for the college student.

Getting the Job and Keeping It

The first part of this book was concerned with helping you to develop an understanding of the nature and objectives of physical education. Part II is concerned with preparing for and doing the actual job of physical education. We have already discussed teacher preparation in college; and in this chapter you will find some ideas about how to get a job in this profession and some suggestions as to how to keep it once you have secured it.

We realize that if you are a first or second-year college student, this matter of getting a full-time position in physical education may seem far away, indeed. Still, it is not too soon to learn something about where the jobs in this field are, what you need to do in order to get one, and the kinds of things that will help you hold it when you get it.

A GROWING PROFESSION

There are opportunities in physical education other than teaching in schools and colleges. For example, youth groups, Y.M.C.A.'s and Y.W.C.A.'s, large churches, hospitals, and penal institutions provide numerous opportunities in this field. However, due to the fact that by far the greatest percentage of jobs is to be found in the public and private schools of America, our discussion will be concerned with that particular area.

In order to give you an idea of the scope of possibilities of jobs in the field of physical education we will begin by setting forth

some information about the number of people who attend schools in the United States.

A report made in 1955 estimated that one out of every four Americans was attending school at that time. It was also estimated that there were almost forty million individuals enrolled in the public and private schools and colleges of this country. This figure represented an increase of over one and one half million students over the preceding year and illustrates something of how school enrollments are steadily increasing. A further breakdown of the report showed that there were more than 29 million elementary school pupils, more than seven and one half million secondary school students and close to three million college students involved in the total figure. An estimate shows that there are over 140,000 elementary schools and over 25,000 secondary schools in operation in America at the present time. Also many new schools are being constructed to compensate for increased enrollments. This means that teaching in general is a growing profession. And with greater emphasis continually being placed upon physical education, this area of education will certainly need many more qualified teachers in coming years.

Your ability to find a job in one of the more than 150,000 elementary schools or 25,000 secondary schools in the country will depend upon one of two factors other than your own professional qualifications: (1) The number of new positions created because of new buildings, increased enrollments, or increased emphasis upon physical education. Many schools which have not had physical education teachers are getting them, and many are increasing the size of their physical education staff. (2) The number of jobs made available when other people leave physical education. Each year a certain number of physical education teachers reach retirement age, others die before reaching retirement age, and still others take positions in educational supervision, administration, or fields other than education.

STATE CERTIFICATION REQUIREMENTS

One of the first things you must consider in job procurement in the field of physical education teaching is whether you are properly

qualified to take a position in the localities of your choice. This means that you must meet teacher certification requirements in the state where you would like to teach. If the college or university where you are now enrolled or intend to enroll provides a major or minor in this field, it will invariably offer courses which meet the certification requirements of the state where it is located.

Certification practices and requirements for physical education teachers vary greatly among the states; but virtually all states do insist upon some kind of academic preparation for men and women teachers of physical education and for athletic coaches. Since different state departments have different requirements, you may wish to inquire about the requirements in all the states where you might want to teach. You may find that you will have to take additional undergraduate course work in order to qualify in the state of your choice. Information about the various state requirements for physical education teachers may be obtained by writing directly to the State Superintendent of Public Instruction of the particular states that interest you.

Following are three examples of state certification requirements for physical education which show how states differ in this regard. It will probably be helpful if your instructor goes over these examples with you.

STATE A

Physical Education teachers are required to have 12 semester hours¹ of physical education, but local people may employ anyone without this training. There are no requirements of health education teachers, supervisors or coaches, except those that may be established locally.

STATE B

Four years of work on the college level is required for a high-school teacher's certificate. The requirements include 16 semester hours¹ in secondary education and approximately 30 semester hours in the special subject to be taught. Rank in the upper four-fifths of the class and a grade of at least C in practice teaching in the special subject, (D being the passing grade) are necessary. Credit for special methods in the

¹ To change semester hours into quarter hours, multiply semester hours by 1½.

subject must be presented. The 30 hours in the subject (physical education) should include: Foundation sciences, with anatomy and physiology; personal and community hygiene; and courses in physical education and health education, with physical education activities, throughout the 4-year course; introduction to physical education; protection and emergency care of injuries; nature of play, leadership organization, mechanical analysis of activities and mechanical-anatomical analysis and physiology of activities. This certificate covers both health and physical education.

STATE C

The "Special Secondary Credential in Physical Education" authorizes the holder to teach physical education in elementary and secondary schools. The holder of such a credential must have a bachelor's degree, with 16 semester hours of work in English, science, social studies, and physical education; 15 semester hours of work in professional education; at least 15 semester hours distributed among four of the following subjects: Biology, anatomy, physiology, hygiene, psychology, sociology, chemistry; 24 semester hours in physical education with a minimum of six semester hours in activities in physical education.

The General Secondary Credential and the secondary supervision or secondary administrative credential may be used to supervise either the physical education program or the health education program.

Athletic coaches must hold either the Special Secondary Credential in Physical Education or the General Secondary School Credential.

A further point to remember is that simply because you fulfill a state's requirements by virtue of your preparation, you have no positive assurance that you will qualify for positions in all communities of that state. State requirements are merely minimum standards for that state. Thus requirements for employment in some communities are somewhat higher than requirements for state certification. This is particularly true in larger cities. In past years we have seen situations in which the state had *no* certification requirements for physical education, but some communities within that state insisted that teachers in this field have masters' degrees. You may receive information concerning employment requirements in given school systems by corresponding directly with the appropriate city or county superintendent of schools.

To become eligible to teach in some school systems, you must not only meet certification requirements, but also you must pass an examination to demonstrate reasonable understanding of your field.

LOCATING A JOB

When you are satisfied that you have the necessary preparation for certification along with any additional requirements for employment, you are then confronted with the problem of finding where the vacancies exist. In general there are four ways in which physical education vacancies or job opportunities may come to your attention. These include:

1. Vacancies made known by prospective employers. (In the case of physical education this means superintendents of schools, school principals, or directors or supervisors of physical education.)
2. Vacancies made known by another party or agency. For example, a personal friend or others with whom the prospective employee may come into contact, a college placement bureau, and/or a commercial placement bureau.
3. Discovery of vacancies by direct efforts of applicants.
4. Any combination of the above methods.

If you rely on just one of the first three methods you cannot be confident that your search for a job will be successful, too much being left to chance. Therefore, the fourth consideration, that of using a combination of these procedures, appears to be the best approach in your job procurement efforts. For this reason we would like to suggest some procedures involving a combination of the above methods of discovering vacancies.

But before going into detail about securing a position, let us consider some of the reasons why applicants sometimes fail to get one. As you might expect, lack of qualifications for the desired position is no doubt the chief reason for failure. However, many persons who fulfill all the necessary qualifications very often fail to learn about vacancies that exist. In some cases job hunters do not have enough information about existing vacancies, or they may

not wish to go where the vacancies are. Also, they may request higher salaries and better working conditions than some school systems are able to provide.

Some other causes of failure to gain employment in physical education include:

1. Registering with a placement bureau that is ineffective in finding vacancies.
2. Registering with placement offices that operate exclusively in areas of physical education teacher surplus.
3. Applying only in "preferred" localities—that is, in localities which offer especially favorable working conditions and/or salaries and which give rise to keen competition for positions.
4. Applying for positions in locations where certain racial, religious, or other factors might affect employment.
5. Writing poorly constructed letters of application.
6. Making an unfavorable impression at an interview with a school superintendent or other prospective employer.
7. Going into action too late in the year so that other applicants "get the jump on you."

You will be wise to register with your college placement bureau early in your last year of professional preparation. This should not be neglected until late in the year because notices of vacancies that come in early will not reach you if you have not placed your credentials with the college placement officer. When you register with your college placement office you should make sure that you list all necessary information about yourself. Secure references from those professors who know your work best and are in a position to give you the best recommendations. (It should be quite obvious to you at this point that it is going to be essential for you to work to the best of your ability throughout your college career so that you will be able to receive favorable recommendations.)

If you decide to register with a commercial teachers' placement bureau you should follow much the same plan as was suggested for registration with your college placement bureau. Select the commercial bureau with care. You will want to make sure that it is a

member in good standing of the National Association of Teachers Agencies. This organization has over sixty members throughout the United States at the present time and operates under a Code of Ethics which will protect you from exploitation.

In most instances the college placement bureau will render its services free to its graduates. Commercial teacher placement bureaus generally charge a registration fee and, in addition, a percentage of your first year's salary for their services if they have been instrumental in placing you.

When you are looking for a job, let people who are likely to hear about openings know about it. Tell your professors what kind of position you want. If you have friends who are teaching, let them know you're after a job.

Occasionally, unsolicited applications to possible employers will result in employment. But usually, if your unsolicited inquiry is answered at all, it will be something in the nature of "Your application has been received. We have no openings at the present time. If we do in the future we shall be glad to get in touch with you." In order to avoid wasting time it is very desirable that you know that a vacancy actually exists, or that there is a reasonably good chance that it does exist before you make an application.

There are still other means by which you can discover existing vacancies. "Teachers wanted" listings may sometimes be found in newspapers. A more common possibility is that you may read in your newspaper that a new school or an addition to a school is being constructed and you may inquire as to whether new teachers will be needed. This is particularly important in connection with the construction of new physical education facilities. Oftentimes the sports section of newspapers carries notice of a coach transferring from one position to another. If qualified for the job vacated, you should submit your application for it.

APPLYING FOR THE JOB

Regardless of what method or methods are used to discover vacancies, prompt action is essential once a vacancy is located. Indeed, this is one time when abiding by such proverbs as "Strike while the iron is hot" and "He who hesitates is lost" will certainly

stand you in good stead, for positions often open and close very quickly. Let the prospective employer know immediately that you are available. This may be done by such means as a letter of application, a personal interview, a telegram, or a telephone call. The best method of communication will depend upon how great the need is for fast action and how far away the position is.

It may be desirable under certain conditions to apply for a position by telephone—perhaps long distance—or by telegram. The telephone is a particularly quick means of (1) verifying whether or not a vacancy actually exists, (2) requesting an appointment for an interview, or (3) accepting or rejecting an offer of a position.

In the use of the telephone, two very important considerations should be taken into account. First, your message must be clear and understandable, and second, it should be brief. However, in your efforts to make your message brief you should in no way sacrifice clarity for brevity. Plan what you wish to say carefully before calling and jot down key points and questions so that you will not forget them.

There is a certain procedure that should be used in the use of the telegram as an instrument of application. For example, if the prospective employer has communicated with you by telegram you should acknowledge his message by the same means. The fact that he has tried to make a quick communication with you indicates that he wants a quick reply. If there is certain information that would be too long for a telegram a few essential statements may be made with the assurance that a complete explanatory letter will follow.

A telegram should be used for application purposes when the vacancy is to be filled within a relatively short time. Although it must be very concise, it should include enough information to arouse the prospective employer's interest in you and answer any questions that he may have asked.

Perhaps the most common way of applying for a teaching position is through a letter of application. The letter of application should be "letter perfect" as to form. Actually, your letter represents you; and therefore, you should no more think of sending a poorly written letter than you would think of going to an interview with-

out combing your hair or dressing suitably. Proper format and spacing, correct spelling, and faultless grammar are indispensable. Assuming that you will acquire the ability to construct a mechanically correct letter, let us discuss some of the important factors with respect to the content of the letter of application.

Your letter should contain pertinent information regarding your qualifications for the vacancy. Essential things should be emphasized. It will be well for you to remember that the prospective employer is not likely to be interested in things that are unrelated to the position in question. If you feel that the position is one that you really want you should show genuine interest in it in your application. You should attempt to make the prospective employer feel that this is the job for you.

In so far as possible the letter of application should "accentuate the positive." In other words, refrain from telling what you did not do in college but emphasize the things that you did do. For instance, instead of saying "Although I did not participate in varsity basketball here at the university, I believe that I could do a good job as your assistant coach," make a more positive approach, like "I believe that my basketball coaching course along with my experience in intramural basketball has provided me with the necessary qualifications to assist in this sport."

When preparing your letter of application you should bear in mind at all times that its purpose is to indicate as convincingly as possible your ability to perform the duties of the position for which you are applying. Emphasize your special qualifications which might make you especially well fitted for the position in question. If you do not know in detail the requirements of the position, you might begin your letter with some information about your professional preparation. This can be followed by statements regarding your experience, personal information, extraclass activities, and names and addresses of references.

If you find that you encounter difficulty in setting forth your credentials in the body of a letter you can submit your qualifications in outline form. That is, rather than "writing a story" about yourself, you can outline the information under such main headings as Education, Experience, Personal Information, Extraclass

Activities and References. If you use this form of application it should be accompanied by a short letter. Whether you set forth your credentials in outline form or in the body of a letter, there are certain considerations which you should take into account regarding the various features of your qualifications. The following suggestions should give you some idea of what to include under each of the main headings:

Education. You will, of course, want to name the institution or institutions where you have received your preparation, including at least the college or university. Some school superintendents also want to know where applicants attended elementary and secondary school. It may be advisable to indicate the number of quarter or semester hours in your physical education major along with your minor fields of study. In addition, you should indicate the type of certificate for which your education qualifies you. It might be well to include some of the outstanding features of the college or university where you received your physical education major. For example, you might give the names of nationally or otherwise well-known teachers under whom you have studied.

Experience. As a beginning teacher you will not be in a position to list very much in the way of actual teaching experience. However, many of you will perhaps have had certain leadership experiences with children and youth. For example, such past experiences as camp counseling, playground directing, Boy Scout or Girl Scout work, and the like should be listed because they represent valuable experience and because they demonstrate your interest in your field. If you have had an opportunity to assist any of your college teachers in any way do not fail to include this. In addition, you will perhaps want to indicate where you did your student teaching, giving a short account of this experience.

Personal Information. It is not advisable to go into great detail on personal information. Perhaps a few succinct statements regarding marital status, health, date and place of birth, and height and weight should be sufficient.

Extraclass Activities. Occasionally, the extent to which an applicant has engaged in extraclass activities is the deciding factor in getting a job. If you were a student member of a professional or

honorary physical education organization, this should be indicated. Also participation in such activities as varsity athletics, intramural sports, club work, and the like should be brought to the attention of the prospective employer.

References. You should make sure that the names of your references are spelled correctly and that you have given their correct addresses. You should select persons to recommend you who have the best knowledge of your ability. It is a matter of courtesy and professional ethics that you secure the permission of those persons whose names you wish to use as references.

There are certain enclosures which should accompany the letter of application. However, care should be taken to avoid making the envelope too cumbersome. It is sometimes wise not to send everything you have in your first communication but to hold back some materials such as news clippings, citations received, and testimonials which might serve as "extra ammunition" at a later date. Your photograph is one very important enclosure that should accompany the original letter of application. The photograph should be recent and should show a head and shoulder view of you in a business suit if you are a male applicant and conservative wearing apparel if you are a female applicant. A photograph of a man in a football uniform or of a woman in field hockey regalia is not as impressive to the prospective employer as you might think. The photograph should be properly identified with your name and address written on the back in ink. (It is not advisable to type on the back of the photograph because of the danger of marring the picture.)

Another enclosure which you may or may not wish to include is the self-addressed envelope. Some persons are of the opinion that you may be more likely to receive a reply if you enclose a stamped, self-addressed envelope. Others believe that the self-addressed envelope is not essential and that if the prospective employer is interested in your application he will get in touch with you regardless of whether or not you have enclosed an envelope for his reply.

After you have carefully prepared your letter of application you

should consider whether it should be sent by first-class mail, by air mail, or by special delivery. Of course the use of air mail will be determined somewhat by the distance involved. A point of importance for you to remember is that a school superintendent or other school employment officer receives a great volume of correspondence. Those letters that are marked "special delivery" or "air mail" are likely to stand out among other letters.

After your letter of application has been dispatched, there follows a period of "watchful waiting." You must remember that the person to whom you have applied for a position has many such letters to answer. This is to say that if you send out your letter on Monday you will be wasting your time by hovering around your mailbox on Tuesday. However, you must give some consideration to keeping your application active, and this may necessitate your following up your original letter of application.

A follow-up letter will depend somewhat upon whether or not you have received an acknowledgment of your original application. If you do receive an acknowledgment you should answer it promptly. It may be a request for additional information or it may be an invitation for an interview.

If you do not receive an acknowledgment of your original letter of application within a reasonable period of time you should keep your application active by submitting a follow-up letter. Whenever a follow-up letter is written there should be a specific reason for it. For example, you may wish to submit another enclosure that was purposely withheld from your original letter. Or you might have other additional information about yourself that was not available when you submitted your original letter. The follow-up letter serves two important purposes. First, it is a way of informing the prospective employer that you are still available for the position, and second, it serves notice that you are sufficiently interested in the position to submit more than one communication.

The Interview

If the letter of application, telephone call, or telegram results in an invitation for an interview, you are then in a position to pre-

sent your qualifications in person to the prospective employer. An appointment, for a definite time and place of meeting should be made.

Prior to the interview you should make very careful plans and preparation. You should review all previous correspondence that you have had concerning the vacancy. It is well to take certain information with you, even though you may have sent copies of it in earlier. For example, copies of your college transcript and other credentials may help you to make your points or answer questions put to you.

You should be prepared to answer what might be considered more or less obvious questions, such as "Do you think you can handle this job?" and "What are your views on modern educational trends?" It might be well for you to be familiar with certain current events in case something of this nature should come up during the interview.

You can expect to be interviewed by a number of persons when applying for a job. For example, it is common procedure for applicants to be interviewed by the superintendent of schools, the principal of the school where the vacancy exists, and the supervisor of physical education. If it is a large school system you may be interviewed by the supervisor of physical education who, in turn, may make a recommendation to the hiring officer. In smaller school systems applicants are often required to present themselves to members of the local board of education. We should stress the fact that some persons who interview you may not "speak the language" of the physical educator. You cannot take it for granted that they will have a full understanding or appreciation of modern physical education.

Cleanliness, of course, is essential. Your clothing should be conservative and of the type that best fits your individual make-up. For example, if you are a tall slender male applicant it would not be wise for you to appear in a striped suit that would make you look like a needle. Similarly, if you are a heavy-set man or woman it would be inadvisable to appear in a suit with a large plaid design which would accentuate your stoutness.

Regardless of how well prepared you are for the interview its

success will depend to a considerable extent upon the impression that you make. Consequently, if possible find out in advance something about the type of person who is to interview you. "Size up" the situation quickly and adjust to it. For example, is the interviewer the quiet type who prefers to listen or is he the type of person who wants to do a great deal of the talking?

There are advantages to being a good listener in the interview. What you have to say should be mainly a matter of answering questions that are put to you. It is well to remember that the interviewer is "in the driver's seat" and it is up to you to let him set the pace and direct the conversation. Of course, this is not to say that you should appear timid or unduly reserved.

Attempt to remain as much at ease as possible. Make note of what the prospective employer considers important or especially interesting and emphasize these things in your conversation.

You should not be too eager to get to the question of salary. You can predetermine what the approximate salary will be for a person of your qualifications if you have a general idea of the salary schedules in the locality where you are applying. As a beginning teacher, you should definitely not bring up the question of retirement. Let the prospective employer initiate information pertaining to this matter. We emphasize this point strongly because we know of instances when prospective employers of beginning physical education teachers have immediately terminated the interview when the applicant inquired about retirement. The general thinking seems to be that "here is a beginner already thinking about retiring."

You should leave the termination of the interview to the prospective employer. For example, it might decrease your chances of appointment to say "I have to catch a train at three o'clock." When the interview ends, be sure that the prospective employer is the one who has "laid it to rest" and that you were not the one to "kill it."

Sometimes the interview will end with your receiving the appointment. However, the prospective employer will generally indicate that he "will let you know." In the latter event you should not feel that there is nothing further that you can do. After a

reasonable period of time you should followup by letter, telephone, or telegram. Remember that perhaps many persons have been interviewed for the position and that it will be to your advantage to keep the prospective employer informed that you are still available and interested.

Sometime during your search for a position you will be required to fill out various application forms. The application blank may be sent to you through the mail, or if you have not previously filled one out it may be given to you at the interview. Also it will be necessary to fill out an application blank for your college placement office and for commercial teacher agencies with which you expect to register. Because of the importance of the application form we should like to offer the following suggestions which should be of help to you in filling it out:

1. Read the entire application form before you begin to fill it out.
2. Fill it out as neatly as possible. If the form is such that it fits into a typewriter, it might be well to type the information requested. If you do not use a typewriter, you should write in blue or black ink. It is a wise procedure to make a rough practice copy of the information in pencil and then copy this on the application form in ink.
3. Fill out every space and give all information requested.
4. Confine your information to the space provided and do not write in the margin of the application form. If you find that there is insufficient space to write in the necessary information, attach a typewritten sheet.
5. Check a second time to make sure that your address and those of your references are correct.

KEEPING THE JOB

In the preceding discussions we have attempted to set forth a variety of ways and means of obtaining a teaching position in physical education. We would now like to recommend some procedures to be kept in mind once you have landed the job.

If a position is offered to you, and you are sure that it is one

that you want, you should accept it whole-heartedly. In making your decision to accept or reject a position you should weigh all the advantages and disadvantages of the job and then come to a decision as to whether it is the job for you. In other words, you should know if you really want the position before it is offered to you. Prospective employers will not appreciate your suggesting things that you do not like about the position once it has been offered to you.

After you accept the job you should plunge into it with great zeal and good faith. Your performance will reflect not only upon you alone but upon thousands of other physical education teachers and the entire profession.

One of the most important factors for the beginning teacher to consider is that of preliminary planning before taking the job. This means that you should start the job before the job starts. You will want to become acquainted with the community in general and the school environment in particular. It is well to establish your residence in the community at least several days before the opening of school so that the first few days of school do not have to be spent in looking for suitable living quarters. You will also want to spend several days at the school where you are to teach examining the available physical education facilities and equipment.

It will be to your advantage to find out as soon as possible the name and title of your immediate superior. In most cases this person will be the principal in the school where you are to teach. There may be a department head to whom you will be responsible. If there is a special supervisor of physical education, you should find out what your relationship with that individual will be. You will also want to know the type of working relationship that exists between the building principal and the supervisor of physical education. If possible, you should try to determine the type of organization that exists in the entire school system and in the school where you are teaching. Also you will want to know just how you as an individual fit into the plan of organization.

In some school systems there is a short orientation period for new teachers. This consists of a series of meetings for the purpose of acquainting new teachers with their duties, with one another,

and with the general situation. However, it is a more common practice to hold a meeting of all teachers, old and new, have orientation talks, and distribute necessary materials that teachers will need at the beginning of school. In some cases this will include a voluminous amount of mimeographed material which should be read with care because it will no doubt contain information of value to you as a new teacher. Some administrators depend upon this method of orienting new teachers because they do not have the time to give them the information by word of mouth.

You will find that you will be required to fill out numerous reports during the course of a school year. This work should be done thoroughly and promptly. Even though the principal does not have an opportunity to observe your teaching you can impress him by having your reports completed neatly and on time. It is probably true that more teachers get in their boss's doghouse by failing to hand in their reports promptly, accurately, and neatly than by any other means.

One of the most important suggestions that can be offered to beginning physical education teachers is that they take an interest in the entire school and the work of other teachers. In other words, you should show real interest in the progress and problems of your school and the work of the music teacher, the mathematics teacher, and so on. Certainly those teachers who do not appear to have an interest in physical education should not be neglected. Generally when you show a friendly interest in the work of someone else he will be more likely to become interested in what you are doing. In this same connection it will be to the advantage of your physical education program if you also take an interest in extraclass activities other than your own. For example, you might establish a practice of attending the various school functions, such as band concerts, school plays, and the like. In these ways you will soon become a real part of your school and you and your field will be accepted as such by your fellow teachers, administrators, and pupils. You will not be something apart and misunderstood.

We would like to impress upon you the realization that no job is perfect. If you are in search of the perfect physical education teaching position we can say to you now that your search will be

in vain. It will be up to you to look positively at your position, to emphasize its attractive features, and to de-emphasize those things about it that you do not like. It commonly takes a number of years of thoughtful, patient effort to bring about improvements which seem necessary or desirable to you.

Let us conclude this chapter by taking a somewhat negative approach to a very important matter. On the basis of our own observations and on the basis of information from numerous school administrators, we have compiled the following list of common ways in which teachers get into trouble on their jobs. We might call this list: "Ten easy ways to get in your boss's doghouse."

1. Don't bother to try to get along with the other people in the school.
2. Neglect your reports and other paper work; be sloppy and late with these matters.
3. Ask for special concessions for yourself and/or your athletes.
4. By-pass your immediate superiors when making requests or criticisms.
5. Criticize your administrators, school or fellow teachers to children, parents, the newspapers, or other outsiders.
6. Make a practice of sending common disciplinary problems to the principal.
7. Fail to be a part of the total school program.
8. Fail to take an interest in your job, be late, dash out of the building as soon as the last bell rings.
9. Get so involved in out-of-school activities that your effectiveness on the job is reduced.
10. Give the impression that you know all the answers and that the others in the school are behind the times.

QUESTIONS FOR DISCUSSION

1. How are jobs in the field of physical education created?
2. How can you determine whether or not you are qualified to take a physical education teaching position?
3. What part does state certification play in physical education job procurement?

4. What are some of the ways in which state certification practices for physical education differ?
5. What are some of the ways in which physical education vacancies might be brought to your attention?
6. What are some of the experiences that you had in high school that might indicate an interest or aptitude for physical education teaching?

SUGGESTED CLASS ACTIVITIES

1. Make a list of those factors which you feel are important to you personally as far as job satisfaction is concerned.
2. Write a letter of application for a hypothetical physical education teaching position. Read the letter to the members of the class in order to obtain their reactions to it.
3. Assume the role of a School Director of Physical Education and interview a class member for a physical education teaching position. The other members of the class should make suggestions to the interviewer and the "applicant."
4. Visit your college placement bureau in order to obtain information regarding the number of requests the bureau receives about physical education vacancies.
5. Make a list of your most outstanding qualifications for teaching physical education.

Your Job As a School Physical Educator

When considering a career in any field you owe it to yourself to take a good look at the various possibilities and to evaluate them as best you can in the light of your abilities, needs, and desires. This is as true in physical education as in any other professional career. For this reason we should like to give you a general idea of some of the things that are likely to be expected of you as a school physical educator.

The young man or young woman who selects the field of physical education as a career has an opportunity to become a member of what may be one of the most important groups in our modern society. Physical education is a creative and socially useful kind of work. It presents a challenging type of task which offers an opportunity for initiative and imagination.

At this point in your life all of you have had varying degrees of interest in the field of physical education. Some of you perhaps have had a great zeal for this profession because you were influenced favorably by one of your former physical education teachers. Many of you are interested because of the great enjoyment you have derived from participating in sports activities and you have developed a feeling that you would like to teach others how to receive the same enjoyment from these activities. Others of you are still perhaps undecided as to whether or not this is the

type of career that you want to pursue in earning your future livelihood.

Regardless of how your interest has been stimulated, there are many things that you should know about the actual job of physical education before you make a definite decision to accept it as a professional career. It will be the purpose of this chapter to point out some of the specific functions of the school physical educator and to give you a general idea of what life is like on the job.

JOB TITLES OF THE SCHOOL PHYSICAL EDUCATOR

Unlike many other professions and occupations, a job title in physical education is not always necessarily descriptive of the specific functions performed by the person holding that title. A number of different titles are given to school physical educators even though their general functions are much the same. This will be indicated in our following discussion about the duties of the school physical educator. It will be noted there that school physical educators generally have the same categories of duties but that specific duties may differ markedly depending upon the size of the particular community where the school is located and the various grade levels for which the school physical educator is responsible.

The meanings of the many titles are especially confusing when it is found that a person holding any of the various titles may have practically the same general functions. The two titles most commonly used to designate persons responsible for carrying out the school physical education program for a given school system are, "Director of Physical Education" and "Supervisor of Physical Education." Theoretically, it might be assumed that the person holding the title of "Director" would be largely responsible for administrative duties, while the person holding the title of "Supervisor" would be responsible for supervisory duties only. However, such is not necessarily the case. In this connection it is interesting to note that to some extent the terms Director and Supervisor of Physical Education are used interchangeably.

It is a common practice even in some of the smaller high schools

where there is only one man and one woman in charge of the program for boys and girls for these two individuals to hold the title of "Director." (Although many people object to the authoritarian position implied by the title "Director," still it is the most commonly used title in the public schools today.) Both these persons spend most of their time in the actual teaching of physical education, but they are very often referred to as the "Director of Physical Education for Boys" and the "Director of Physical Education for Girls." The reason for their having the title of "Director" is that they have the responsibility for all phases of the program in addition to all of the teaching responsibility.

In larger school systems there are likely to be numerous titles given to the various physical education specialists. For example, the person in complete charge might hold such a title as "Director," "Divisional Director," "Directing Supervisor," "Supervisor," or "Consultant." Others in the system who assist teachers may hold such titles as "Assistant Supervisor," "Helping Teacher," "Counseling Teacher," or "Advising Teacher." All these individuals in one way or another direct their efforts toward helping the person who has the daily job of providing worth-while learning experiences for pupils, the "Teacher of Physical Education."

In order to guard against the confusion resulting from the use of the various titles we will use the term "school physical educator" in most of our discussions in the remainder of this chapter.

DUTIES OF THE SCHOOL PHYSICAL EDUCATOR

When one sets out to study the functions or duties involved in a specific position in an occupation or a profession, the process is known as "job analysis." A true job analysis of a position is one that determines what the person does, why he does it, how he does it, and the skill involved in doing it. In our discussion of the duties of the school physical educator we will be concerned predominantly with what the person occupying this type of position actually does. Why and how he performs the various duties and the skills involved in performing them will be considered in various other physical education courses that you will take during your college career.

It is not an easy matter to identify the duties engaged in by the school physical educator because of the varying conditions that exist from one community to another and from one school to another. (In various places throughout this chapter community size will be referred to as "small," "medium," or "large." Small community means a population of 15,000 or less. Medium-sized community means a population range of from 15,000 to 50,000. Large community means a population of over 50,000.) The duties identified in this discussion are based on the personal experiences of the authors along with surveys of scores of outstanding school physical educators throughout the United States.

In general the duties of the school physical educator can arbitrarily be placed in about seven different categories. It should be mentioned that the various categories suggested here have been subscribed to by large numbers of outstanding school physical educators as a basis for classifying public school physical education duties.¹ It should also be mentioned that with the possible exception of the duties involved in the area of interscholastic athletics, the functions are much the same for women as for men. The time spent in performing the functions of the seven categories of duties usually ranges from thirty-five to seventy-two hours weekly. However, on the average, the school physical educator devotes approximately fifty-two hours each week in carrying out his or her duties. The seven categories of duties follow (see list of duties under each category at the end of the chapter):

1. Administrative duties.
2. Duties involving facilities and equipment.
3. Duties concerned with teaching.
4. Duties pertaining to special services and activities including (a) health and safety, (b) interscholastic athletics, and (c) extraclass activities.
5. Supervisory duties.
6. Duties involving community activities.

¹ James H. Humphrey, "A Job Analysis of Selected Public School Physical Education Directors," *The Research Quarterly of the American Association for Health, Physical Education and Recreation*, March, 1953.

7. Duties concerned with professional growth and professional contributions.

Before discussing these various categories of duties in greater detail we feel that it is necessary to give you an idea of the amount of time that might be spent by the school physical educator in carrying out the duties involved in each category. On the basis of our surveys of school physical educators in different sized communities we are able to estimate the approximate average number of hours per week these persons spend in executing the functions of their positions. For this purpose we have divided school physical educators arbitrarily into the following six groups:

- Group One: School physical educators in large communities (over 50,000) with responsibility for both elementary and secondary school grades. (In very large communities the work of this group is largely administrative.)
- Group Two: School physical educators in medium-sized communities (15,000 to 50,000) with responsibility for both elementary and secondary school grades.
- Group Three: School physical educators in small communities (under 15,000) with responsibility for both elementary and secondary school grades.
- Group Four: School physical educators in large communities (over 50,000) with responsibility for secondary school grades only.
- Group Five: School physical educators in medium-sized communities (15,000 to 50,000) with responsibility for secondary school grades only.
- Group Six: School physical educators in small communities (under 15,000) with responsibility for secondary school grades only.

The information regarding time spent in carrying out the functions of the job for these different groups is presented in Table 1. By consulting this table as you read the more detailed accounts

of the various categories of duties you should have a better idea of the functions of the school physical educator who has the responsibility for all grades or for secondary school grades only in communities of different sizes.

Administrative Duties

The nature of administrative duties is twofold. First, there is the aspect of administrative duties that involves the administration of the entire physical education program in a given school system; and second, there is that aspect that involves various administrative procedures in conducting physical education classes. With regard to the first aspect Cowell suggests that, "Administration involves planning, organizing, directing, coördinating and appraising or evaluating the program of physical education activities."² As might be expected, school physical educators in large communities who have the responsibility for all grades spend a great deal of their time on administrative duties. This is due to the fact that one of the chief responsibilities of these individuals is to see to it that the total program functions efficiently. This cannot be accomplished without effective administrative procedures.

TABLE 1. APPROXIMATE AVERAGE NUMBER OF HOURS PER WEEK SPENT BY SCHOOL PHYSICAL EDUCATORS ON THE BROAD CATEGORIES OF DUTIES

Categories of Duties	School Physical Educators					
	Group One	Group Two	Group Three	Group Four	Group Five	Group Six
Administrative duties	16	12	7	7	7	5
Duties involving facilities and equipment	5	5	5	5	5	5
Duties concerned with teaching	3	12	22	21	23	30
Duties pertaining to special services and activities	6	6	7	8	8	8
Supervisory duties	15	10	5	5	3	0
Duties involving community activities	4	4	3	3	3	3
Duties concerned with professional growth and professional contributions	3	3	3	3	3	1

² Charles Cowell, "Some Basic Beliefs Concerning Physical Education: An Educational Credo," *The Physical Educator*, December, 1954.

Even in schools in the smaller communities there are a variety of administrative problems, particularly those concerned with organization and administration of the regular physical education classes. While in some cases these administrative duties may seem routine and meaningless, they are nevertheless essential to the ultimate success of the physical education program.

Duties Involving Facilities and Equipment

It is interesting to note that the school physical educators in the different sized community groups spend approximately the same amount of time on duties involving facilities and equipment. Although this amount of time represents only about 10 percent of the total time spent on the job, the duties involving facilities and equipment are of great importance to the success of the physical education program. This is particularly true because facilities and equipment will govern to a certain extent the activities that may be offered in the program. This does not mean to imply that programs need to be seriously curtailed because of lack of facilities and equipment. However, if a school is limited in these important factors the school physical educator's duties in this area are more difficult because he or she then faces the problem of proper utilization and adaptation of the facilities and equipment that are available. When this situation arises the school physical educator's functions in this category of duties becomes more involved and complicated.

Duties Concerned with Teaching

A subsequent section of this chapter will be devoted to the specific job of teaching in physical education. The discussion of duties in this category at this point refers primarily to teaching assignments and the amount of time spent on this particular aspect of the total physical education program.

You will note from studying Table 1 that in general, the smaller the community size the greater amount of time spent in actual teaching. This is of course due to the fact that school physical educators in charge of school programs in larger communities must spend much or even most of their time on administration and

supervision because there is likely to be a staff of several men and women to share the teaching load. On the other hand, in small communities there is likely to be only one physical education specialist of each sex. That is, the general practice is to have a woman in charge of the girls' physical education program and a man in charge of the program for boys. We emphasize this because most of you will probably start your career in a small community situation. The physical educator in a school in the small community may be responsible for teaching subjects in addition to physical education. Other things being equal, the smaller the school enrollment the more different subjects the school physical educator can expect to teach. For example, if there are just enough boys and girls in a given high school for three physical education classes of each, then the man and woman physical educators in that school might well be expected to teach in other subject matter fields. Health or hygiene is commonly taught by physical educators. Also in schools in small communities physical education is often combined with social studies or science as a teaching assignment. There are cases in some very small schools where physical educators have taught three, four, and five subjects in addition to physical education.

Duties Pertaining to Special Services and Activities

You will perhaps recall that those duties categorized under special services and activities were divided into the three sub-classifications of (a) health and safety, (b) interscholastic athletics, and (c) extraclass activities. (The duties concerned with interscholastic athletics are actually extraclass activities. However, due to the extent of interscholastic athletics, particularly at the secondary school level, a separate subclassification is justified.)

Table 1 also shows that school physical educators, regardless of the size of community, spend on the average between six and eight hours weekly discharging the duties that fall into the general category of special services and activities. The type of specific duties performed in the three subclassifications in this general category will depend upon the size of the community, number of schools in the community, and school enrollments. However,

regardless of community size the school physical educator will perform some of the duties in each of the subclassifications.

In the larger communities the person who is in charge of the entire physical education program of the school system is often-times responsible for the health and safety aspects as well. As far as interscholastic athletics are concerned, the school physical educator in the large community is likely to be involved mostly with the administrative aspects of this phase of the program. This is also true of the large community school physical educator as far as extraclass activities are concerned. However, the situation is somewhat different in small communities. As mentioned previously, most of you will no doubt begin your teaching careers in small communities; and this is why we are emphasizing the duties involved in that type of situation.

As indicated in Table 1, if you are a high school level physical educator in a small community you can expect to spend on the average approximately eight hours weekly in the category of duties involving special services and activities. This means that you will spend upwards of one and one half hours each day on duties that are apart from your regular teaching assignment and that are in the main carried on outside school hours. If you are a male physical educator in a small community high school you can usually expect to be called upon to coach one or more sports and, in addition, to carry on other duties in connection with interscholastic athletics such as scheduling games and purchasing equipment for teams. You may also be expected to carry out an effective program of intramural activities along with a variety of other extraclass activities. Women physical educators in small community high schools are often expected to sponsor coeducation physical education groups, organize and direct play days for girls, and so on.

Supervisory Duties

In the field of education the term "supervision" refers to that part of the educational program devoted primarily to the improvement of the learning situation of the pupil. This is accomplished

by helping teachers improve their practices and procedures. By and large, only those school physical educators who have had a wide background of experience are given the responsibility for supervising other physical education teachers. There is some indication of this in Table 1 with regard to time spent on supervisory duties. For example, school physical educators who have the responsibility for all grades in large and medium-sized communities spend a fair proportion of their time in supervision of teachers. On the contrary, Table 1 shows that the school physical educator in the small high school does not engage in supervisory duties. The obvious reason for this is that in the small community high school there is likely to be only one physical education specialist.

Duties Involving Community Activities

A later chapter will give you a general idea as to what might be expected of you as a member of the community. Suffice it to say here that you as a school physical educator will be expected to participate to a certain extent in community activities. The extent of your community activities will, of course, be governed by such factors as the size of the community and local traditions.

Duties Concerned with Professional Growth and Professional Contributions

The extent to which you "grow" as a school physical educator will depend largely upon the kind of professional attitude that you develop. If you appreciate the importance of your work you will be anxious to improve yourself as a teacher from the time you secure your first position. You will seek opportunities to grow as a teacher and, among other things, you will learn to benefit by your experience on the job. Table 1 shows that the least amount of time is spent in this category of duties. However, this does not mean that this category is less important than others. On the contrary most experienced school physical educators attest to the fact that attention to duties in this category is extremely important to future success on the job. A future chapter will discuss professional growth in greater detail.

IMPORTANCE OF DUTIES OF THE SCHOOL PHYSICAL EDUCATOR

A question sometimes asked by the beginning school physical educator is, "What are the most important things that I will have to do on the job?" This is a difficult question to answer because we do not always know upon what basis the importance of a duty is determined. If a school foolishly demands that a physical educator produce a winning football or basketball team, then perhaps the duties connected with that phase of the program may be considered most important by the individual upon whom this demand is made. In this case these particular duties would be most important to the person who was responsible for the winning teams. However, it is very likely that this person would neglect certain duties that would benefit a majority of the students in his school.

In reality, the importance of an activity or duty performed by a school physical educator should be determined by the application of carefully validated objectives. However, in some cases objectives have not been thoughtfully determined. Furthermore, we may not always be able to determine scientifically the exact value of a duty in furthering objectives. Still, school physical educators who have a genuine interest in their work are able to estimate the relative importance of their various activities; and they tend to agree with one another as to which duties are most important and which are not so important. We may illustrate this point in the following way. A study was made of outstanding school physical educators in small high schools to determine the degree of importance they attach to the functions that they are called upon to perform.³ The persons surveyed in this study held the position of "Coach and Physical Education Director." Two thirds of them held this title in high schools located in communities with 5,000 to 15,000 population; while the remaining one third were situated in high schools located in communities with less than 5,000 population. Although this study was done with men physical educators, subsequent interviews with a number of women physical educators in

³ James H. Humphrey, "Coach—Jack-of-All-Trades," *Journal of Health—Physical Education—Recreation*, December, 1954.

small high schools indicated that, with the exception of duties involving interscholastic athletics, they attached much the same degree of importance to the various duties as did the men.

The list of duties ranked in order of importance should serve to familiarize you not only with the functions you can be expected to perform in such a position, but also the importance of the functions as judged by experienced and well-qualified people in the field. The duties are listed in rank order as follows and are categorized as *extreme importance*, *considerable importance*, *moderate importance*, and *some importance*. (The duties as listed here were not performed by *all* the school physical educators participating in the study. For example, the activity "Act as critic teacher for college or university student teachers" was included in a relatively small number of instances.)

Extreme Importance

1. Teach regular physical education classes.
2. Supervise sanitary conditions of physical education and athletic facilities.
3. Evaluate facilities, equipment, and supplies, including inspection for safety hazards and cleanliness.
4. Administer first aid.
5. Participate in planning of new facilities.
6. Develop plan for budgeting and accounting.
7. Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling.
8. Coördinate program with other departments.
9. Do independent study for professional growth.
10. Supervise or conduct intramural program.

Considerable Importance to Extreme Importance

11. Provide plan for issue and return of equipment and supplies used by pupils.
12. Counsel pupils on various problems and make referrals when necessary to proper persons.
13. Develop plan for participation of community professional people in school program such as physicians and dentists.

14. Develop plan for purchase of equipment and supplies.
15. Make preparations for interscholastic contests including preparation of facilities, etc.
16. Participate in physical examinations.
17. Schedule contests for athletic teams.
18. Attend to office routine necessary to performance of duties including correspondence and clerical duties.
19. Provide plan for public relations for department.

Considerable Importance

20. Prepare directions on care and use of equipment.
21. Teach related subjects such as health and safety.
22. Supervise sanitary conditions of building including lunch rooms, rest rooms, etc.
23. Develop courses of study or syllabuses.
24. Arrange for transportation for athletic teams.
25. Check eligibility of athletes.
26. Prepare budget and receipt of expenditures of athletic teams.
27. Direct community playgrounds (summer only).
28. Do advanced study at college or university.
29. Organize classes.
30. Attend meetings of professional organizations.
31. Evaluate and select all types of instructional materials.
32. Participate in planning of physical education clinics.
33. Provide a plan for the development of student leaders.
34. Orient new staff members in the school system.
35. Act as critic teacher for college or university student teachers.
36. Coöperate in programs of youth organization (Y.M.C.A., C.Y.O., Boy Scouts, Girl Scouts, etc.)

Moderate Importance to Considerable Importance

37. Prepare contracts for athletic contests.
38. Attend professional conventions, clinics, etc.
39. Coach interscholastic teams.
40. Provide plan for repair of facilities and equipment.
41. Prepare notices and announcements.
42. Handle ticket sales and gate receipts for athletic teams.

43. Classify pupils.
44. Serve on athletic committee.
45. Develop plan for distribution of equipment, supplies, and all types of instructional materials.
46. Have conferences with and make reports to superiors.
47. Develop curriculum materials.
48. Develop program for evaluation such as testing programs or evaluating committees.
49. Keep office hours for conferences or other activities.
50. Discipline pupils.
51. Develop plan for determining pupils' marks.
52. Direct community playgrounds (year around).
53. Scout interscholastic contests.

Moderate Importance

54. Make home visits.
55. Serve on health council.
56. Work with others in research as in filling out questionnaires, etc.
57. Serve on numerous miscellaneous committees which concern school policies.
58. Hold office in professional organizations.
59. Address various community organizations.
60. Develop plan for classification of athletes.
61. Coördinate recreation for various community agencies.
62. Keep diary or log of your own activities.
63. Operate visual aids machine.
64. Serve on state committees.
65. Arrange for excuses for game participation for athletes.
66. Prepare list of approved officials.
67. Develop plan for preparing various types of visual aids.
68. Attend numerous miscellaneous community civic meetings.
69. Orient new staff members in the community.
70. Excuse pupils from participation.
71. Serve on community health agency.
72. Establish an award system.
73. Act as sponsor for student organizations.

Some Importance to Moderate Importance

74. Conduct physical education programs or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.
75. Attend school camps and assist with programs.
76. Supervise or conduct corecreational program.
77. Participate in driver education program.
78. Participate in school safety program by keeping records of accidents, serving on safety council, or other duties.
79. Conduct recreation programs for community groups.
80. Render voluntary community services such as coöoperating in drives for various funds.
81. Promote joint school and community organizations.
82. Assist with community surveys.
83. Chaperone school affairs.
84. Direct special events such as play days, demonstrations, and exhibits.
85. Develop plan for construction of homemade equipment.
86. Interview salesmen or other commercial people.
87. Conduct field trips.
88. Teach classes in other subjects.
89. Act as health coördinator.
90. Teach in adult education program.
91. Substitute for teachers who are absent.

One of the important things for you to keep in mind with regard to the above list is that there is some degree of importance attached to every one of the duties. This implies that even though a duty is ranked far down the list, it still has a certain degree of importance as far as the total physical education program is concerned.

YOUR JOB AS A PHYSICAL EDUCATION TEACHER

Perhaps you were not too surprised to learn that the duty, "Teach regular physical education classes," was ranked as the most important function of the Coach and Physical Education Director

in the small high school. Indeed all the duties that are performed by the school physical educator should be directed toward providing the best possible physical education learning experiences for the children and youth of our schools. These learning experiences are provided through the direct contact of teacher and pupil.

Educators are of the general opinion that the primary purpose of the modern schools is to provide for the optimum growth and development of all children and youth. For optimum growth and development to take place children and youth must be afforded experiences that will contribute to their physical, mental, emotional, and social well being. It will be a large part of your job as a teacher to make a worth-while contribution to the total growth and development of pupils through the medium of physical education.

Learning results in modification of behavior and *teaching* is the guidance and direction of behavior which results in learning. You as a physical education teacher will have the responsibility to guide and direct behavior in such a way that your pupils will have worth-while physical education experiences which contribute satisfactorily to their optimum growth and development. This means that you must call upon all your intelligence, resourcefulness, and ingenuity to provide for the most desirable learning situations for your pupils. This is most important because learning will take place best when existing conditions favorably influence the learning situation. It will be up to you to create those conditions. As a physical education teacher you have two things to consider with respect to the various factors which will favorably or unfavorably influence the physical education learning situation. First, there are those conditions which influence the physical education learning situation *directly* and second, those conditions which influence the learning situation *indirectly*. The factors which influence the physical education learning situation directly are concerned primarily with your direct teaching procedures. Included in these are such considerations as (1) proper explanation of material to pupils, (2) proper demonstration of activities so that pupils may see "how it is done," (3) analysis of performance of pupils, and (4) evaluation of performance with pupils. The factors

which influence the physical education learning situation indirectly include such considerations as class organization and the proper classification of pupils for activities.

It has not been our purpose in this short discussion to inform you about the technical competencies that you should acquire to be a successful physical education teacher, because that will be the function of various other courses that you will take if you continue your studies in physical education. On the contrary, our primary purpose has been to impress upon you the magnitude of responsibility that you will have as a physical education teacher in contributing to the proper growth and development of pupils with whom you will be associated. Moreover, the longer you stay in the profession of physical education teaching, the greater your responsibility will become because of the increasing numbers of pupils upon whom you will have either a favorable or an unfavorable influence. This point might best be explained in terms of the number of class hours you will spend as a teacher in direct contact with boys and/or girls.

The average elementary or secondary school is in session for approximately 180 days during the year. Physical education teachers at the elementary school level often teach as many as twelve or more half-hour classes daily. At the secondary school level physical education teachers may teach as many as nine forty-five-minute classes or six one-hour classes each day. A reasonable but conservative estimate of classes taught daily may be placed at five. At this rate, a total of 900 physical education classes are taught during the 180-day school year. And bear in mind that five classes per day is a conservative estimate. Now, for another conservative estimate, let us say that there is an average of thirty pupils to a class. (Actually, secondary school classes may have forty-five or more pupils in them.) This means that you can expect to come in contact with at least 150 pupils per day for as many days as you spend in a teaching career. On the basis of a conservative estimate you can expect to teach 900 physical education classes in your first year of teaching. At the end of five years you will have taught approximately 4,500 classes; at the end of ten years approximately 9,000 classes. If you continue to be a physical

education teacher until retirement, possibly forty years, you can expect to teach between 35,000 and 40,000 classes—and this is a conservative estimate. When you view the matter in these terms, it becomes a remarkable challenge, indeed. But if you are dedicated to becoming a physical education teacher you will no doubt be eager to accept a challenge that calls upon you to guide worthwhile learning experiences of children and youth thousands of times during your career as a teacher.

AN OUTLINE OF POSSIBLE DUTIES OF THE SCHOOL PHYSICAL EDUCATOR⁴

This outline which has been found to be of considerable interest to major students in physical education, may be examined for a more detailed presentation of typical duties on the job.

I. Administrative Duties

1. Attend to office routine necessary to performance of duties including correspondence and clerical duties.
2. Keep office hours for conferences or other activities.
3. Prepare notices and announcements.
4. Serve on numerous miscellaneous committees which concern school policies and practices.
5. Develop plan for budgeting and accounting.
6. Coördinate program with other departments.
7. Have conferences with and make reports to superiors.
8. Interview prospective staff members.
9. Interview salesmen or other commercial people.
10. Conduct staff meetings.
11. Develop plan for adjusting load and transfer of teachers.
12. Work with curriculum consultants in analysis or development of curriculum.
13. Organize and work with teacher groups in curriculum revision.

⁴ This list of possible duties is based upon (1) documentary analysis, (2) logs and diaries of school physical educators, (3) personal experience, and (4) interviews with school physical educators. It should be understood that the duties listed will not necessarily be performed by all school physical educators. It should also be understood that time spent and frequency of performance will vary in relation to size of community and school enrollment.

14. Develop curriculum materials.
15. Develop courses of study or syllabuses.
16. Organize classes.
17. Prepare schedule for classes.
18. Make class adjustments.
19. Classify pupils.
20. Excuse pupils from participation.
21. Discipline pupils.
22. Develop plan for determining pupils' marks.
23. Orient new teachers in the school system.
24. Orient new teachers in the community (assist in finding home, advise on leisure time, etc.).
25. Develop program for evaluation (testing program, evaluating committees, or other).
26. Operate visual aids machine.

II. Duties Involving Facilities and Equipment

1. Participate in planning of new facilities.
2. Evaluate facilities, equipment, and supplies, including inspection for safety hazards and cleanliness.
3. Evaluate and select all types of instructional materials including audiovisual aids.
4. Supervise sanitary conditions of physical education and athletic facilities.
5. Supervise sanitary conditions of buildings including lunch-rooms, rest rooms, etc.
6. Develop plan for purchase of equipment and supplies.
7. Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling.
8. Provide plan for issue and return of equipment and supplies used by pupils.
9. Develop plan for distribution of equipment, supplies, and all types of instruction materials.
10. Prepare directions on care and use of equipment.
11. Provide plan for repair of facilities and equipment.
12. Develop plan for construction of homemade equipment.
13. Develop plan for preparing various types of visual aids.

III. Duties Concerned with Teaching

1. Teach regular physical education classes.
2. Teach corrective classes in physical education.
3. Teach related subjects such as health and safety.
4. Teach classes in other subjects.
5. Teach in adult education program.
6. Substitute for teachers who are absent.
7. Teach college courses on part time basis.
8. Act as critic teacher for college or university student teachers.

IV. Duties Pertaining to Special Services and Activities**A. Health and Safety**

1. Participate in physical examinations.
2. Serve on health council.
3. Act as health coördinator.
4. Participate in driver education program.
5. Participate in school safety program by keeping records of accidents, serving on safety council, or other.
6. Act as safety coördinator.
7. Administer first aid.
8. Counsel pupils on problems and make referrals when necessary to proper persons.

B. Interscholastic Athletics

1. Coach interscholastic teams.
2. Arrange for excuses from game participation for athletes.
3. Check eligibility of athletes.
4. Develop plan for classification of athletes.
5. Prepare budget and receipt of expenditures of athletic teams.
6. Handle ticket sales and gate receipts for athletic teams.
7. Schedule contests for athletic teams.
8. Prepare contracts for athletic contests.

9. Arrange for transportation for athletic teams.
10. Make preparations for interscholastic contests including preparation of facilities, advertising, etc.
11. Serve on athletic committee.
12. Scout interscholastic contests.
13. Prepare list of approved officials.

C. Extraclass Activities

1. Direct special events such as play days, demonstrations, exhibits, parades, etc.
2. Provide for modified program for handicapped.
3. Attend school camps and assist with programs.
4. Conduct field trips.
5. Chaperone school affairs.
6. Act as a sponsor for student organizations.
7. Provide a plan for the development of student leaders.
8. Establish an award system.
9. Supervise or conduct corecreational program.
10. Supervise or conduct intramural program.

V. Supervisory Duties

1. Provide a plan for development of philosophy and objectives with teachers.
2. Interpret phases of program for teachers, such as course of study, test data, etc.
3. Read and comment on teachers' lesson plans.
4. Prepare bulletins for teachers.
5. Develop standards for use of others to supervise instruction.
6. Provide specialized resources upon which teachers may draw for meeting needs.
7. Rate teachers with a rating scale.
8. Assist teachers in the development of skills and the use of all types of instructional materials including audiovisual aids.

9. Develop plan for self-analysis of teachers such as check list for teacher self-evaluation.
10. Provide for exchange visits of teachers.
11. Do demonstration teaching.
12. Work with teachers to help them do demonstration teaching.
13. Hold conferences with teachers.
14. Visit teachers in teaching situations.
15. Advise with teacher training institutions regarding pre-service training.
16. Participate in planning of workshops or physical education clinics.
17. Participate in planning teachers' institutes.
18. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend schools, etc.

VI. Duties Involving Community Activities

1. Direct community playgrounds (year around).
2. Direct community playgrounds (summer only).
3. Make home visits.
4. Address numerous community organizations.
5. Conduct recreation programs for community groups.
6. Coöperate in programs of youth organizations (Y.M.C.A., C.Y.O., Boy Scouts, Girl Scouts, etc.).
7. Render voluntary community services such as coöoperating in drives for various funds.
8. Coördinate recreation for various community agencies.
9. Promote joint school and community organizations such as booster clubs.
10. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.
11. Attend numerous miscellaneous community civic meetings.
12. Assist with community surveys.

13. Serve on community health agency.
14. Develop plan for participation in school program of community professional people such as physicians and dentists.
15. Provide plan for public relations for your department.

VII. Duties Concerned with Professional Growth and Professional Contributions

1. Write for professional journals or magazines.
2. Write or collaborate in writing textbooks.
3. Edit materials for publication.
4. Do research.
5. Report upon progress made in centers of research.
6. Work with others in research as filling out questionnaires, etc.
7. Do advanced study at college or university.
8. Do independent study for professional growth.
9. Attend meetings of professional organizations.
10. Hold office in professional organizations.
11. Attend professional conventions, clinic, etc.
12. Serve on national committees.
13. Serve on state committees.
14. Prepare exhibits for conventions.
15. Keep diary or log of your own activities.
16. Rate yourself on a rating scale.

QUESTIONS FOR DISCUSSION

1. In general, what are the broad categories of duties in which school physical educators engage?
2. How would you analyze the job of the school physical educator?
3. What is the essential difference between administrative duties and supervisory duties?
4. Why do physical educators in schools in small communities spend a major portion of their time in teaching?
5. What are some "health and safety duties" that are the responsibility of the school physical educator?
6. Why do physical educators in schools in small communities spend little or no time on "supervisory duties"?
7. How should the importance of a specific duty be determined?

SUGGESTED CLASS ACTIVITIES

1. Interview a school physical educator to determine the approximate amount of time he or she spends on the various categories listed in Table 1. Report your findings to the class.
2. Interview a school physical educator to determine the various community functions that he or she is called upon to perform. Report your findings to the class.
3. From the list of duties at the end of the chapter select those which you feel a school physical educator in a small community would perform daily.
4. In the study of importance of duties reported in this chapter the duty "coördinate program with other departments" was rated as "extremely important." Write a brief summary explaining why this particular duty is so important.
5. From the duties listed at the end of the chapter make a list of the ten that you feel would be most difficult to carry out.
6. Secure the permission of a principal of a nearby school to visit physical education classes in that school for a half day for the purpose of observing either boys' or girls' classes. Make a list of the duties that the teacher performs during your half-day visit. Report your findings to the class.

Your Relationships in the Community

As a school physical educator you will be called upon many times to perform a variety of community functions. You should immediately recognize that you must take your place as a contributing citizen in the community where you are employed as a school physical educator. In view of the fact that physical education teachers and coaches are likely to exert a substantial influence upon the present and future lives of children and youth in the community, it becomes doubly important that you attempt to set an outstanding example of good community citizenship. Such behavior usually comes more or less naturally for most physical education teachers because they are educated folks and because they like people and tend to feel responsible for community welfare.

By and large your community responsibilities will fall into two broad categories: (1) those community functions which are more or less *directly* concerned with your work as a school physical educator, and (2) those community functions which are more or less *indirectly* concerned with your work as a school physical educator. These categories overlap to some extent. Regardless of whether or not the community functions that you engage in are directly or indirectly concerned with your work as a school physical educator, the manner in which you discharge these various func-

tions will have a profound influence upon the success of the school physical education program.

Since some community functions fit equally well in either the direct or indirect categories, no attempt will be made to separate the two in the following listing. Let us now review and discuss the community functions which were included in the listing in the previous chapter. Of course, not every physical educator will be involved in every activity.

1. Direct community playgrounds (year around).
2. Direct community playgrounds (summer only).
3. Make home visits.
4. Address numerous community organizations.
5. Conduct recreation programs for community groups.
6. Coöperate in programs of youth organizations (for example, Y.M.C.A., C.Y.O., Boy Scouts, and Girl Scouts)
7. Render voluntary community services such as coöoperating in drives for various funds.
8. Coördinate recreation for various community agencies.
9. Promote joint school and community organizations such as booster clubs.
10. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, and industry.
11. Attend numerous miscellaneous community civic meetings.
12. Assist with community surveys.
13. Serve on community health agency.
14. Develop plan for participation in school program of community professional people such as physicians and dentists.
15. Provide plan for public relations for your department.

DIRECTING PLAYGROUNDS

It is a common practice in many communities for men and women physical education teachers to assume the responsibility for playground leadership. Irrespective of the size of the community there is usually an opportunity for summer playground employ-

ment for qualified persons. In many cases, in the large community the department of recreation may prefer to employ physical education teachers for summer playground work because of their background of training and experience with children and youth. In some communities the positions of Director of Physical Education for the schools and Director of Playgrounds may be combined. In this arrangement the Board of Education and the city government may both contribute to the salary of the Director. Although in most instances playground work is considered a community function, the boys and girls who participate in the program are usually the same ones who were in the local schools during the school year. The fact that adult activities may also be provided at certain times on the community playground creates a good opportunity for the physical education teacher to interpret various aspects of the school physical education program to the lay public.

CONDUCTING AND COÖRDINATING PROGRAMS FOR COMMUNITY GROUPS AND AGENCIES

As a physical education teacher you may be asked by certain community groups to help with their recreation programs. For example, a local church may solicit your services in organizing a basketball league for a young man's group. In some cases, several community agencies place one person in charge of coördinating all their recreational activities and scheduling all available recreational areas. Because of his training and experience the person selected is likely to be a physical educator. Beyond a point of "helping out" or helping to get a program started, you should expect to be paid for professional services of this kind which involve considerable time and effort.

Sometimes various commercial organizations within the community may call upon you to coöperate with them in carrying out a program they sponsor. They may request that this be done in connection with your regular school program. When such a request is made it is highly important that you thoroughly explore the motive behind it. Obviously, the schools are not an outlet for commercial advertising. Perhaps the program in question is in the

best interests of the pupils, in which case you will lend it your support so long as it does not interfere with your regular program. However, no commercial or other outside concern should ever be permitted to sponsor a team or organization for purposes of advertising or otherwise promoting its own interests. Pupils should never be used as the medium for such exploitation. Particularly in smaller communities where your contacts with community groups and organizations are likely to be more or less direct, and where part of your program may have to draw some or all of its support from local interest, it is important that the schools not be made to serve business interests; but it is also important that relationships with business and other organizations not be damaged. To achieve this kind of balance, you will need the guidance of a sound and workable philosophy of education and physical education and a great deal of discretion and diplomacy.

MAKING HOME VISITS

There will be various occasions when you as a physical education teacher may find it desirable to visit pupils' homes. For example, if a pupil has sustained an injury in one of your classes, you may wish to call at his home to see how he is. Indeed, coaches do very commonly visit homes of players who are injured. This does not necessarily mean that you should wait for some sort of catastrophe before you do so. Sometimes pupils will invite you to their homes to meet their parents and you may decide that accepting may be in the best interests of your professional relationships with the community. However, care must be taken to avoid giving an appearance of intimacy with privileged pupils or families, for this may damage your position as a teacher or your relationships with other pupils or families.

You may sometimes make home visits to find out more about the health or the behavior of certain pupils or to interpret physical education to parents whose misunderstanding of your part of the school offering is detrimental to their children or to your program. The important thing is to keep all home visits on a professional level and to have specific purposes in mind when you make them.

ADDRESSING COMMUNITY ORGANIZATIONS

In small communities it is becoming a common practice for teachers to speak before local community organizations in order to convey to the public what they are trying to do in their particular programs. High school principals are finding that this is a very good way to interpret various aspects of the school program to the citizens of the community. Physical educators frequently have responsibilities of this kind. Particularly if you coach you can expect to address various civic groups because they tend to be sports-minded and will be interested in your interpretation of the school's athletic program.

COOPERATING IN PROGRAMS OF YOUTH ORGANIZATIONS

You can depend upon receiving many requests to participate in the work of such youth organizations as Boy and Girl Scouts, Catholic Youth Organization, Camp Fire Girls, Boys' Clubs, and Young Men's and Young Women's Christian Association. These organizations frequently complement and extend the services of the schools to the children and youth of the community; and they often need professional guidance and leadership such as your own to help them to make their programs effective and properly directed. Depending upon specific needs and the time that you may have, you may serve these groups in an advisory capacity; or you may actually participate in program directing or working with groups. You will be a specialist in an area where specialists are in demand, so that you will need to use good judgment as to how much service you can provide without jeopardizing your effectiveness as a school physical education teacher. You may find that your best contribution is to help to train individuals in the community to become satisfactory leaders of these youth programs.

VOLUNTARY COMMUNITY SERVICE

The school is often thought of as being not just a place for educating children but as an agency for serving the community in many ways. Viewed in this way, the various departments of the school have much to offer in the way of being of service to

parents and others in the community. One of the ways in which the physical education department can be of service is to make the school facilities available for certain community activities. In the small community it is sometimes customary to request that the physical education teachers supervise adult recreational activities in the gymnasium or other physical education areas.

The use of school physical education facilities by various community groups has two noteworthy aspects. First, it helps to meet some of the recreational needs of people in the community; and second, when members of the community use the facilities and participate in various activities they are more likely to develop an appreciation of the program in general as well as an appreciation of the school's needs as far as physical education facilities are concerned. Thus, service of this kind may be an important factor in public relations and is likely to increase public understanding and support of your physical education program.

PROMOTING JOINT SCHOOL-COMMUNITY ORGANIZATIONS

There are certain organizations that combine the efforts of school personnel and other citizens of the community. One such organization that is fundamentally concerned with an aspect of the total school physical education program is the "athletic booster club," composed of interested citizens. This type of organization exists in many communities and its main purpose is usually that of lending support in one form or another to the local high school varsity teams. If you are a male physical educator and combine physical education teaching with athletic coaching you might well expect to be a prominent figure in such an organization.

With proper guidance the "athletic booster" type of organization can make a worth-while contribution to the athletic program of the school. However, well-meaning citizens sometimes adopt unsound methods if they are not made fully aware of the objectives of high school athletics and if their activities are not guided by a properly qualified physical educator. One of your very important functions in this regard will be that of interpreting to the local laymen the place of athletics in the total physical education program as well as in the entire program of secondary education. In

some cases it will be necessary for you to guard against certain factions that may try to exert pressures for winning teams at the expense of an educationally sound program.

ATTENDING CIVIC MEETINGS

Physical education teachers in small communities are almost always asked to join certain community civic organizations. Some of these organizations include service clubs, veterans' organizations, churches, and business and professional organizations. Membership in such organizations is desirable for good community relationships but you obviously will not be able to join all organizations that invite you to become a member. You will no doubt want to support with your membership those local organizations in which you feel you can make a most satisfactory contribution to the welfare of the community as a whole. This is undoubtedly a better procedure than attempting to join all organizations and contributing little or nothing to any of them.

In addition to joining certain organizations there will perhaps be numerous meetings that are not necessarily sponsored by specific organizations, but which you as a good community citizen will want to attend. Included here are various kinds of political meetings, civic improvements gatherings, and the like. One very important factor for you to consider in connection with this type of civic meeting is that you should avoid involvement in certain issues that can make you, as a school employee, a victim of political propaganda.

ASSISTING WITH COMMUNITY SURVEYS

On occasion you may be asked to assist in surveys being conducted by the community; particularly in those phases of community surveys that concern the school age population are teachers sometimes requested to participate.

SERVING IN HEALTH AGENCIES

In some schools there are organized school health councils that attempt to solve problems involving the health of pupils. In some cases the school health council develops as a result of a larger

community health council. If such a council exists, you as a physical educator will probably be expected to serve as a member because you will have had some background in health and may be teaching health or first aid courses. If there is not a school health educator in the school, you also may be requested to become a member of the community health council. In this capacity you may act as a connecting link between the community and the school in certain matters that involve the health of pupils.

In some cases high school physical education teachers have been asked to participate in activities sponsored by the local board of health by serving on committees appointed by the local community health officer. In addition, school physical educators are occasionally asked to serve on committees in such voluntary health agencies as local chapters of the American Heart Association, National Foundation for Infantile Paralysis, and the National Tuberculosis Association.

INTERESTING PROFESSIONAL PEOPLE IN THE SCHOOL PROGRAM

In some cases the physical education teacher acts as a sort of liaison person with respect to the participation of certain local professional persons in the school physical education program. It does not seem a wise procedure for school personnel to solicit this type of service. However, when such local professional persons as doctors and dentists volunteer their service in this way, they are often referred to the coach or physical education teacher. An example of this type of service is one in which a new dentist established his practice in a small community and volunteered to examine the teeth of all of the high school athletes free of charge. He first contacted the high school principal who in turn referred him to the coach. The latter furnished the dentist with the names of the members of the various teams and the dentist proceeded with the examinations.

PROVIDING FOR PUBLIC RELATIONS

Every teacher in a given school system is an agent for public relations between the school and community. The physical education teacher may be a more potent public relations agent than some of

the other teachers because he may be more likely to come into more direct contact with the public. This is particularly true in the case of male physical education teachers who also coach. This does not imply that only coaches come into direct contact with the public. On the contrary, the person who is teaching physical education but is not coaching develops such programs as "Stunt Nights," skills demonstrations of numerous kinds, and the like, that are presented before public gatherings. However, it should be stressed that the coach will be placed in the position of appearing before the public on far more occasions than will the person who is not engaged in coaching. For this reason it is mandatory that the high school coach's conduct in the community be exemplary in terms of the influence his actions have on the public relations aspect of the school program.

The attitude of the pupils toward their school physical education program is a most important factor in public relations. As a consequence, pupil attitude is likely to have a great influence upon the relationships that exist between the school and community. This is still another reason why you will want to help to develop as fine a physical education program as possible and one that is most meaningful and meets the needs of pupils. In that the program will be discussed so often by pupils when they are outside the school, the success of public relations rests largely with the type of program that has been provided for them.

Public relations should be viewed as a two-way course. This means that your policies and actions will have an influence in one way or another upon various groups of people in the community. Through attitudes, opinions, criticisms, and suggestions these various groups of people will reflect their feeling about the school in general and the physical education program in particular. Consequently, unless you maintain desirable public relations with the community you may experience difficulty in gaining community support for the school physical education program.

QUESTIONS FOR DISCUSSION

1. How can the community responsibilities of the physical education teacher be classified?
2. What are some advantages of having the positions of "Director of

Physical Education" for schools and "Director of Recreation" for the community combined in one person?

- What action would you take if a local community newspaper asked you to conduct a ping-pong tournament for pupils in your school to declare a champion to receive a gold medal donated by the newspaper?
- How can the use of school physical education facilities by community groups work to the advantage of the school system?
- What are some types of voluntary community services that you as a physical education teacher might render?
- What is meant by the "two-way course" in school physical education public relations?
- As a teacher of physical education, how many ways can you name that will improve public relations?

SUGGESTED CLASS ACTIVITIES

- Interview a school physical educator for the purpose of finding out ways in which he or she coöperates in community programs of youth organizations. Report your findings to the class.
- Make a list of community functions that you might engage in if you were a physical education teacher in a small community.
- Make a list of community commercial organizations which might make a satisfactory contribution to the school physical education program.
- Prepare a short speech that you might deliver to a community service organization explaining the purposes of physical education. Present this speech to the class.
- With some other members of the class prepare a constitution for the operation of an "Athletic Boosters' Club."
- Make a list of ways in which you as a physical education teacher might come into direct contact with the public.

Growing in the Profession

THE MEANING OF PROFESSIONAL GROWTH

There are two aspects of professional growth. One is concerned with becoming able to do a better job; the other is concerned with personal professional advancement. You can probably see without difficulty that each of these aspects is dependent upon the other. Thus, generally speaking, the better job you do, the greater your chances of personal advancement in your field.

In order to do a good job and enjoy the benefits of professional advancement you must be a growing person in your profession. Among other things, this means that you must learn from your own experience, each new year building upon and profiting from the years that have gone before. Some people do not seem to benefit from their own experience, with the result that after twenty years of teaching they have not had twenty years of experience but only one year of experience twenty times. Such people do not improve their professional practices but instead remain in the same static condition for as long as they stay in teaching. For obvious reasons this type of individual can expect little in the way of professional advancement.

BASIC FACTORS TO CONSIDER IN PROFESSIONAL GROWTH

As a young man or woman interested in the field of physical education as a career, you no doubt have certain objectives in mind with respect to success on the job. Many young men and women are sometimes disappointed because they do not feel that they are

moving the way they should toward their career goals. In view of this consideration, we feel that it would be wise to discuss with you certain basic factors that you should consider with respect to reaching the goals that you have temporarily established for yourself. Most of these basic factors can be classified under either of the following two broad categories: (1) There must be a starting point for everyone, and (2) It takes time to reach goals. The following discussion of these factors is based upon the experiences of many successful individuals in the field of physical education.

A Starting Point for Everyone

Practically everyone who is at present in the field of school physical education, regardless of the degree of success he or she has attained, was at one time a college freshman. In other words, even our most successful men and women leaders in physical education at one time were in the same situation that most of you are in today. Not so long ago, your most respected professors were becoming oriented to this profession and were wondering just what the future held for them. Furthermore, many of our present national leaders in the field of physical education got their start as physical education teachers in small schools. Consequently, after graduation you should not be reluctant to take a position in a small community because that is the case with most students graduating with a major in physical education.

Physical education teachers who begin in small communities oftentimes attempt to secure jobs in larger schools after they have gained some experience. Those who begin in the larger schools usually are guaranteed a lifetime position if they make good. In fact it is a common practice for a teacher to receive tenure (a lifetime job) if he or she completes a specified number of years of successful teaching in the same school system. As a general rule, the first three to five years are considered by many Boards of Education as a provisional period for beginning teachers. If successful, the teacher is likely to be offered a continuing contract after the provisional period. This means that he can keep the job as long as he wants it providing he abides by the regulations established by the local Board of Education or School Committee.

This seems to be an appropriate place to mention financial remuneration for teaching services. In this connection, we would like to repeat something that we mentioned in a previous chapter. As a job applicant you should refrain from bringing up the question of salary or tenure when you are being interviewed. We mention this again because some employers interpret the mention of salary by the beginning teacher as his sole interest in the position. As a beginner you should expect to receive the salary of a beginner.

While teaching salaries vary in different areas of the country, all areas have one thing in common in this regard. Salaries of teachers are rising. In many cases there is a minimum salary established by the state Department of Education and all the school systems of the state are required to pay at least the minimum. Even though state minimum salaries may be established, local school systems often attempt to pay more than the established minimum in order to attract the best teachers possible.

It is difficult to state what the average prevailing salary scales for teachers are because of rapidly changing conditions. However, in recent years beginning teachers with whom we have been in contact have accepted teaching positions at salaries ranging from approximately \$3,200 to \$4,200 annually. By the time you graduate the situation will have changed to some extent. Incidentally, physical education teachers may sometimes receive higher starting salaries than other teachers if they are asked to combine certain physical education extraclass duties, such as coaching varsity teams, with teaching. However, this practice varies greatly from one school system to another. Most school systems have a salary schedule which provides for regular increments in pay.

According to a Chinese proverb, a journey of a thousand miles begins with a single step. How many steps we take depends, in large measure, upon how eager we are for personal and professional growth.

It Takes Time to Reach Goals

It is sometimes difficult for young people to accept the fact that it takes time to reach goals. On the other hand, we want to em-

phasize that although it takes time to reach goals, time alone will not assure success. Professional successes do not simply accrue automatically with the passage of time, or at least they cannot be counted upon to do so. The important question is, How wisely is the time used? We will attempt to suggest some ways which will contribute to professional success. But first, let us clarify the meaning of this word "success" in relation to this field.

"Success" means different things to different people. And achieving one success always leads to the setting of new goals and working toward new successes. For one individual success may mean growing professionally to become a master teacher of physical education. (This is as valid a measure of success as any we know.) Another person who may aspire to an administrative position may measure success in terms of whether or not he ultimately obtains such a position. Still another may aspire to become a college or university teacher and if he reaches this goal he feels that he has met with success. Success is often measured in terms of financial remuneration for professional services. Certainly one cannot deny that this is an extremely important factor. However, in the profession of physical education where one is dealing with children and youth, such factors as job satisfaction and a feeling of service should have a strong claim as basic elements which make up what might be called a successful life.

The road to success in physical education positions does not differ radically from that of various other life pursuits. The success of John Landy and Roger Bannister, two of the greatest mile runners of all time, did not come easily. On the contrary, their feats of running the mile in under four minutes came only after years of careful training and planning. Dr. Paul Dudley White, who treated President Dwight D. Eisenhower when he sustained a heart attack, spent many years in attaining the status of one of the most noted heart specialists. Numerous other such examples of successful careers in various walks of life could be mentioned that might parallel success stories of present-day national leaders in physical education. The point of concern is that it takes *time* for anyone to reach the goal that is, for him, the acme of success.

Whatever your ideas about professional goals may be, you can

best insure success by making an intelligent and continuous effort to grow professionally. Although your plans are likely to change somewhat as time passes, your first and perhaps permanent objective is to become, as nearly as possible, a master teacher. If you desire to become a school administrator you will be interested to know that many of our present school principals and superintendents started as physical education teachers. In fact, it has been reported that almost 50 percent of the school administrators in one state were physical educators at one time.

As far as supervisory positions in physical education are concerned, persons with successful records as physical education teachers are often elevated to these positions. However, since your job as supervisor would be to help other teachers to improve their teaching, it is apparent that you would have to have a lot of experience behind you to qualify for the job. Experience takes time—well spent time. For example, one study indicated that supervisors of physical education in cities of 100,000 or more population averaged twenty-three years in total physical education experience.¹

ACHIEVING SUCCESS IN PHYSICAL EDUCATION

Due to individual differences in personal traits and characteristics, it would be impossible to formulate a prescription for success that would fit everyone. Therefore, it is necessary to generalize with regard to those qualities which make for eventual success in the field of physical education. Generally speaking, there are four major factors upon which success depends: (1) personality, (2) health, (3) professional preparation, and (4) professional experience.

One analyst² has reduced the factors which make for success in

¹ Harry A. Dippold, "A Study of Supervisory Practices in Physical Education in Secondary Schools of the United States in Cities with a Population of 100,000 or More," unpublished Doctoral Dissertation, University of Pittsburgh, 1950.

² H. Harrison Clarke, "A Formula of Success for the Professional Student," *The Journal of Health—Physical Education—Recreation*, December, 1954, p. 35.

physical education to a formula in which the following elements are considered:

1. Intelligence.
2. Preparation.
3. Personal integrity.
4. Hard work.
5. Professional breaks.
6. Careful planning.

Although we cannot recommend a "pat" prescription that will assure professional success for all, we can point out some of the large areas that are in one way or another related to on-the-job improvement and that should help you to grow professionally. The remainder of this chapter will be devoted to these large areas which include: (1) Supervision, (2) Advanced Study, (3) Professional Organizations, and (4) Professional Literature.

SUPERVISION

In the field of physical education "supervision" is a term used to describe those practices which in one way or another help to improve the teacher-pupil learning situation in physical education. In other words, a supervisor is a person whose function is to help teachers provide more desirable and worth-while physical education learning experiences for pupils. Supervisors use various kinds of techniques in the process of working with teachers. Some of these techniques include: (1) class visits to observe teaching, (2) conferences with individual teachers and with groups of teachers, (3) distribution of bulletins which provide information for teacher use, (4) demonstrations of teaching for individual teachers or groups of teachers, and (5) workshops or short courses for the study of specific problems or subjects.

The amount of specialized supervision available depends largely on the size of the school system, the larger systems being more likely to provide physical education supervisors. When a special supervisor is not available, the individual school principals are

responsible for providing supervision. In recent years the value of adequate supervision for improving the quality of teaching has become more generally recognized, with the result that more cities and counties are providing specialists to handle these functions. When satisfactory supervision is not provided, the physical education teacher is forced to depend more fully upon his own resourcefulness and study.

Now, what should your attitude be toward your supervisor when you become a teacher? Will he be a prying sort of policeman—a "snoopervisor"? It is well to remember that in most cases physical education supervisors are in these positions because they have been successful teachers. Their job will be to attempt to help you as a beginning teacher to provide more desirable physical education learning experiences for pupils. So, of course, you should take advantage of the supervisory services that are offered. Sometimes supervisors will not visit your classes unless you or your principal request that they do so. If this type of "on call" visiting is the policy of a school system where you are employed, you should feel free to call upon the supervisor when you are in need of assistance with such problems as teaching procedures, class organization, and the like. He is provided to serve you and to help you to grow professionally.

Conferences with the supervisor, either when you are alone or with a group of teachers, can be important learning experiences. You can also profit from the bulletins and other information provided by the supervisor. It is likely that in time—especially after you have had an opportunity to demonstrate your ability to do good work—you will be invited by your supervisor to assist in the planning of an improved program offering in physical education. In such an event, you will be making an important contribution and growing in professional stature as well. It is for these various reasons that we recommend supervision to you as an important means of professional advancement on the job.

ADVANCED STUDY

We want to stress very emphatically that the preparation you receive as an undergraduate in college is merely a starting point

for you as a professional person. Of course, this is true of all professions including medicine, law, and the technologies as well as teaching. The fact that we are living in an ever-changing culture makes it absolutely essential that you keep abreast of the times; and one of the most satisfactory ways of doing this is through continuous study. For example, methods of teaching and organizing and our knowledge of the scientific aspects of physical education will improve as time goes on, and in order to know what the most recent developments are, you will need to "study up" continuously. This may sound somewhat ominous to you right now. But remember that if teaching physical education is your life's work, it will be one of your chief interests in life and you will want to learn as much as you can about it, just as the qualified physician is anxious to keep up on developments in medicine.

In general, advanced study can be placed in the two broad categories of *formal institutional education* and *independent study*. By formal institutional education we mean that which is offered by colleges and universities for credit beyond the bachelor's degree. If you plan to stay in the field of physical education you should think in terms of working toward an advanced degree. This type of additional education is designed largely to help you to improve your on-the-job practices. Moreover, some school systems require that you continue your education after you have obtained your college degree. In some cases additional education is one of the standards used for elevating teachers to a higher salary bracket. There are some states that require a certain amount of advanced education periodically from an accredited college or university for renewal of the teaching certificate.

The category of independent study refers to the type of studying that you will do on your own. This kind of study includes such things as reading the most recent books and other literature which are related to the work you are doing. In the case of independent study you should not overlook those factors that will help you to become a more cultured person. This means that you should be alert to improve your general education background as well as your professional background through independent study.

PROFESSIONAL ORGANIZATIONS

As a beginning teacher you should give some consideration to membership in certain professional organizations because these organizations usually provide a very desirable medium for professional improvement. Moreover, membership in such organizations should give you the feeling that you are a part of a large group that is dedicated to the advancement of the profession.

There are a number of professional organizations that are in one way or another related to professional growth in physical education. The largest and best known of these organizations is The American Association for Health, Physical Education and Recreation. This Association has well over 20,000 members and is a department of the National Education Association. The national organization is subdivided into six regional district associations and in addition each state sponsors an Association for Health, Physical Education and Recreation. Many institutions that offer professional preparation in physical education sponsor student memberships in the National Association. In addition to the various meetings, conventions, and conferences that the National, District, and State Associations sponsor, members receive the official journal which is published nine times annually. The Association has its headquarters in Washington, D.C., and maintains a permanent staff of specialists whose job it is to promote the interests of the profession and to serve its members.

The second type of professional organization that we would like to mention is the general local organization affiliated with the National Education Association. These local teachers organizations generally have a section for physical education teachers. Meetings are usually scheduled in the fall of the year at a location convenient for most local teachers to attend.

Such activities as workshops, clinics, and institutes are sometimes sponsored by the various professional organizations. Attendance at these gatherings, whether sponsored by a professional organization or the local school system, provides numerous opportunities for professional growth. We recommend that you become familiar with the activities of the professional organizations in your state,

that you attend conventions whenever possible, and that you become a student member of the national association. These are avenues of professional growth that will be available to you.

PROFESSIONAL LITERATURE

The kind of professional literature that is of value for professional growth of teachers is to be found largely in textbooks and various professional magazines and journals. As you pursue your studies you will become familiar with much of this material because you will be required to do collateral reading in connection with the courses you take in the professional area of physical education.

For most of these courses it is highly probable that one or more textbooks will be required for each course. If you keep these books you will have the beginning of a personal professional library which you will develop over the years.

Professional magazines and journals are essential means of helping to keep abreast of the times in physical education. Many articles that appear in these professional magazines and journals are very timely. Information that they contain will often have direct application in your own teaching and will thus be of very practical help to you. Some articles will be concerned with discussing important issues and developments of the day; and others will deal with scientific advances which have to do with improving sports performance or with clarifying the effects of physical education activities upon the body and mind.

The following periodicals are representative of those available to the professional person in this field. Look them over and sample their offerings. They are one of your best means of finding out what others in your field are thinking and doing.

1. *The Journal of Health—Physical Education—Recreation* (the journal of the American Association for Health, Physical Education and Recreation).
2. *The Research Quarterly of the American Association for Health, Physical Education and Recreation.*
3. *Athletic Journal* (commercial).
4. *Scholastic Coach* (commercial).

Part III

OUR PROFESSIONAL ALLIES: HEALTH EDUCATION AND RECREATION

The Field of Health Education

In this chapter we will discuss the nature and significance of health education and indicate how it is related to physical education. We will also attempt to describe what is involved in being a health teacher because on the job many of you will probably teach some health classes in addition to your physical education work. Moreover, some of you may wish to consider a career in the field of health education.

The terms "health education" and "physical education" are very commonly linked together. Indeed, the national organization to which most workers in both fields belong is known as the American Association for Health, Physical Education and Recreation. In numerous city school systems, junior and senior high schools, and colleges and universities there are departments of "Health and Physical Education." Many college teachers possess an official title that includes both terms: that is, Professor of Health and Physical Education.

In spite of this apparently close relationship of health and physical education, at the present time there is a considerable amount of confusion in the minds of professional workers in this field as well as in the minds of students and people outside of the field as to just what the two terms mean and how they are different.

There seem to be two main reasons for the confusion. In the first place, physical education activities have traditionally been prized for their benefits to health; in fact, to many people, the main reason for exercising is to maintain and to improve health.

Moreover, from the point of view of most educators, the physical education program provides numerous opportunities for engaging in healthful practices. For example, moving about vigorously, breathing deeply, learning to stand erect and to shower regularly have commonly been regarded as being among the more important aspects of the physical education experience. To some people, these—these supposed health teachings and outcomes—are the worthwhile part of physical education.

Another factor has been involved in the combining and confusing of these terms. This factor has had to do with the significance that people attach to certain ideas; and it also has to do with on what people will spend their money. A number of years ago a large city found itself short of funds and looked about for ways of economizing. One item in the school budget that caught its eye was physical education. Why, it wanted to know, should money be spent on expensive gymnasiums, sports fields, teaching staffs, facilities, and quantities of equipment—just so kids could play in school?

Faced with the prospect of being eliminated from the educational program of that city, and fearful of their ability to convince the political leaders as to the educational significance of physical education, the people in charge of physical education changed the name of their department from physical education to health education. Of course, you see the point. They decided that it would be easier to justify the existence of their department on the basis of its being called "health" rather than "physical" education. Well, that maneuver evidently worked and physical education continued its program in that city with the official designation of "Health Education." The idea spread, with the result that a considerable number of physical education departments in the country switched names in order to escape or avoid attacks from economy-minded politicians and citizens. In some cases physical education is still called the "health education program."

THE MEANING OF HEALTH EDUCATION TODAY

Although physical education has some important health outcomes and physical educators frequently teach health classes, it is not

health education as such. Today we consider health education to be a separate subject matter area which has the specialized responsibility of teaching young people how to live in a healthful and efficient manner. And thus, you see, it is one of those things, like physical education, recreation, art, and music, which belongs in American education because it is concerned with teaching people how to live well—or how to get the most out of life.

Today we realize that "health" is not something that can be left to physicians and nurses, or to drug stores and hospitals. The great concern of the medical profession is and must be the treatment of disease and infirmity. And this is a tremendously big job, as you know. Generally speaking there are not nearly enough medical workers and hospitals to handle the hordes of physically and mentally ailing: consequently, there is little time to devote to "preventive medicine"—which is the name of that part of medical interest that has to do with keeping people well.

Who then *is* responsible for the health of the American people? Would you agree that the answer to this question has to be: *everyone in the nation?* After all, health is not something dispensed like pills at the drug store. Nor is it eating an orange every day or getting eight hours of sleep every night. Rather, *it is a way of living that is based upon sound knowledge of how to take care of our minds and bodies in such a way that we may live most happily and fully.* Certainly, then, health is everybody's business and it is of the greatest importance to us all. One famous man emphasized this idea by pointing out that: "A nation's health is a nation's wealth."

When we speak of health, we do not mean physical health alone: rather, we mean the health of the entire person—the mind as well as the body. The World Health Organization's famous definition of health may help you to appreciate the meaning that this term has at the present time. (The World Health Organization is that part of the United Nations which has to do with improving the health of the peoples of the world.)

Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.

This definition indicates what our ultimate objectives are; and it also outlines very generally the subject matter of health education. Perhaps of greatest importance, it indicates that we now recognize that health must be a basic factor in our quest for a better world.

But how are people going to learn to live in a healthful manner? There is a great deal of know-how involved, and acquiring it doesn't "just happen," like growing up. Of course, mother nature looks after wild creatures pretty well in this connection. Under normal conditions they usually "know" what foods to eat, when and how long to sleep, and so on; and they are not tempted by quacks and the advertisements to buy short cuts to health and happiness. But the problem is not nearly so simple for us. For example, we are faced with a tremendous assortment of foods to eat and numerous people trying to tell us to eat the ones that will make them rich. Which are we to select and how much of each should we eat?

Moreover, there is so much going on around us and we feel so obligated to keep up with it all that we find ourselves spinning from one thing to another, frequently not getting the sleep and relaxation that we need. How much rest *do we* need, anyway? When is it wise to step out of the race so as to let our nervous systems recuperate? Sometimes we get so wound up that when we do have a chance to rest, our thoughts continue to spin—so that we resemble a ship with its propellers turning at full speed while it remains tied to the dock.

When should I go to a physician? What are the early symptoms of cancer, tuberculosis, eye trouble? If my parents have a disease like diabetes, T.B., or cancer, does that mean I'll get it? Where does first aid end and treatment begin? Is insanity inherited? Should I take vitamin pills? Why am I always tired? These are questions of concern to everyone. Does everyone know the answers to them?

Then there is the matter of exercise. Under present-day circumstances, it is very hard for most people to get the exercise they need. On the one hand, there are usually few opportunities available for exercising; and on the other hand, there are all manner of effort-saving devices from automobiles to elevators, and if we

are not careful we tend to fall into the habit of avoiding exercise. We are coming to realize the truth of the statement:

The human body is the only machine that breaks down when not used. And it is the only mechanism that functions better—and more healthily—the more it is put to use.

Just how much and what kinds of exercise do we need, anyway? Few people have the slightest idea how to answer this question, and yet it is necessary knowledge for everyone.

Some people think that taking care of their car is simply a matter of rushing it to a mechanic when they think it is starting to fall apart. However, you know perfectly well that if you take proper care of a car yourself—have it greased and oiled at the right time, polish it, have the battery and water checked occasionally, and so on—you will not have to take it to a mechanic so often and it will be a more efficient and reliable thing to have around. Now the same idea applies to our health. In the interests of their own health, all men are faced with the need to make judgments, day after day. Scientists and medical workers can provide the basic knowledge of health, but *it is up to education to teach the uses* of that knowledge to the people of the nation so that they may benefit from what is known. The task of health education is to equip us with the knowledge and attitudes which will make it possible for us to make wise health judgments throughout our lives.

Now do not get the impression that this matter of making intelligent health judgments is simple, as simple, for example, as taking care of your automobile. In the first place, consider that all individuals are different in relation to what and how much they should eat, how much sleep and rest they need, and how much and what kinds of exercise they need. And all these needs differ for each of us depending upon our age and what we are doing. In the second place, people need to know how to make intelligent judgments in relation to their mental health. They must develop social skills, they must know how to spend their leisure time wisely, and they must work out a philosophy which makes it possible for them

to deal with the ups and downs of living and make some sort of sense of it. All these things are a part of health in the broad sense of the term.

You may well ask, where is all this to be learned? Our local, state, and national governments provide laws and safeguards which are designed to protect us from many communicable diseases and other hazards to health, and they attempt to carry on educational programs so as to enlist the coöperation of the people. Similarly, such disease-fighting organizations as the National Tuberculosis Association, the American Heart Association, American Cancer Society, National Foundation for Infantile Paralysis, and many others carry on extensive educational programs for the purpose of raising funds, eliminating the major diseases, and gradually improving the health of the nation.

But, of course, most of our important health learnings get their start in our homes. Our parents are our first teachers, and for better or for worse, what we learn from them—mostly without our being aware that we are learning it—tends to stick with us. A good home contributes much to the health education of its children simply by providing good meals, a friendly, well-regulated but pleasant and recreationally challenging environment in which to grow up. Children from such homes do not have to *unlearn* a lot of faulty ideas and unwholesome attitudes and habits when they are in the next great source of health education—our schools.

The subject of diet illustrates a case in which much relearning is needed. For example, Americans have been accused of being an *overfed but malnourished* people. To an unfortunate extent this is undoubtedly true, not because there isn't enough good food available, but because many of us have not learned to make wise selections of the available foods.

Let us now see what our schools are attempting to do in the way of health education and health reeducation at the present time.

THE SCHOOL HEALTH PROGRAM

The term "school health program" has reference to a systematically planned program designed to increase pupils' knowledge of sound health facts and concepts, and to help them in many ways

to live in a more healthful and safe manner at school and elsewhere. Thus it has come to be a distinct subject just as arithmetic and biology are, and the teaching of health also requires special education background. As all teachers become better informed on the subject of health, it is hoped that they will take every opportunity that arises to contribute to health education. Unfortunately, at present too few teachers are well enough informed on the subject to contribute very much. Of course, physical education and athletic situations provide numerous rich opportunities for teaching health and encouraging good health practices. Thus, even though physical educators may not teach health classes, they have exceptionally fine opportunities to teach certain health principles in relation to their activities programs.

The total school health program is composed of three main parts:

1. Healthful school environment.
2. Health services.
3. Health teaching or health education.

We will indicate briefly the nature of each of these parts.

The Healthful School Environment

Maintaining a healthful school environment is the responsibility of everyone in the school: the principal, nurse, teachers, janitor, and all the pupils. Not only must all parts of the school be properly lighted, clean, and orderly, but, like a happy home, it should be a place which contributes to the emotional health of those who attend it.

At the present time there is usually little excuse for an unhealthful school environment as far as the physical plant is concerned. There are recommended standards to be followed in regard to all aspects of school construction and maintenance; public health authorities and other specialists may be consulted when problems or questions come up; and it is an important educational experience for pupils to know what healthful living conditions are and to feel responsible for helping to keep their school in good condition.

But when we come to this matter of maintaining a school en-

vironment which is healthful emotionally speaking, we meet grave difficulties. For example, many factors tend to make the ordinary junior or senior high school a place of frantic hurry and bustle. These factors include the need to fit a large number of subjects into the limited school day and the requirement that teachers must attempt to cover a certain amount of material in each class—perhaps regardless of a particular group's ability to learn. Moreover, teachers themselves are human beings with personal problems. All too often their personal difficulties or lack of skill in teaching or in dealing with pupils gives rise to emotional tension and unpleasantness in the classroom. Although most teachers are usually able to forget their own problems when they are teaching, some use their classes as places for expressing their own unhappiness and feelings of frustration; and of course this kind of situation does not make for a healthful school environment, emotionally speaking. It is of extreme importance that all teachers understand the principles of mental health in the classroom and that they apply the principles of both physical and mental health to their own living so that they will be at their best when they assume the responsibilities of directing the growth of children and youth.

Health Services

The "health services" are that part of the health program which is handled mainly by medically trained persons: nurses, physicians, and others who assist with health appraisal. Most schools have only periodic visits from physicians. Many large schools have a nurse on duty at all times. Smaller schools and most elementary schools have nurses who visit for two or three hours, two or three days each week. One task of nurses is to take care of illnesses and injuries that occur during school hours. The school nurse is also an important contact with the home (where most behavior problems have their source). When a child is ill but is not being properly cared for, if he is habitually unclean or malnourished, or if he shows signs of being under emotional stress, the nurse is responsible for visiting the home, attempting to find the cause of the trouble, and if possible, helping to work out some solution. We know of many occasions when teachers have advised nurses of cases in which

a home visit seemed necessary and it has been found that truly desperate family situations have existed; and the nurse has been a key person in providing assistance and aid.

A most important function of the health services program is to carry on a continual health appraisal program. All pupils should have a thorough medical examination, if possible by their family physicians, several times during the twelve school years (*every year* would be better, of course, but there are too many children and not enough physicians to do such a job properly); and weighing and measuring should be done periodically in order to determine whether normal growth is taking place. Moreover, from time to time, the eyes and ears of all pupils should be tested so that defects may be spotted early and treated. In this connection, it is significant that whenever eye and ear testing programs are conducted, it is found that numerous children who have not been doing well in school or who have disliked reading or who have been troubled with headaches and other symptoms have actually been suffering from vision or hearing difficulties. After treatment such children are usually found to be quite normal in their health and school performance.

The teacher too has a most important role to play in the health services. Every teacher is responsible for being on the alert for deviations from health at all times. This means that although teachers need not be able to identify specific diseases, they should know the common signs of trouble. At the elementary school level, the teacher is with her children almost all day, day after day; because of this she is in an excellent position to note changes in pupils which may indicate illness or some disability. Usually redness or whiteness of the face, rashes, listlessness, redness of the eyes, and so on, are among the common symptoms which the teacher should quickly note. In addition, the teacher may observe changes which take place gradually over a considerable period of time. Many changes are merely typical of the growth process; others, such as marked thinness or fatness, decline in energy and interest in life, a listless or strained expression of the face, are indications that something is wrong.

The teacher may observe pupils who do not willingly enter into

work or play activities with others; some children may appear to be deeply troubled; others may be shy and very timid; and others may be extremely hostile and may constantly be fighting and looking for trouble. These too are indications of trouble that suggest urgent problems somewhere in the child's life—problems which if not promptly and properly handled may have serious implications for the child's mental health. Teachers at all school levels are expected to be alert to such things and, usually through the school nurse, to refer cases to specialists for study and treatment.

A few examples may illustrate how health problems of children are commonly handled in actual school situations.

An eighth grade teacher reported to the school nurse that a boy in her home room had been growing thinner and paler from week to week. The nurse examined the boy and upon confirming the symptoms reported by the teacher, she made arrangements for the county health officer to examine him thoroughly. The physician discovered that a large abdominal tumor was responsible for the difficulty. Surgery saved the boy's life, but the health officer felt that the condition would have been fatal had the teacher failed to refer the case for study when she did.

A third grade teacher was disturbed by the fact that one of her pupils, whom we will call Mary, always seemed preoccupied and unable to concentrate on school activities. Mary took little interest in her food and none in play. The teacher talked the situation over with the nurse on one of her scheduled visits, and the nurse agreed to go to the girl's home in an effort to discover the difficulty. Eventually it developed that the family was in a state of conflict. There was constant quarreling and general unpleasantness. Neither parent was in the least aware of the effect that this situation was having upon their child. Curiously enough, the shock of realizing what the home situation meant to Mary's health evidently caused some important readjustments in the family's way of living, because it was not long before the teacher observed that Mary showed marked improvement in her behavior and performance at school.

A child's lack of interest in group play does not necessarily indicate a family problem. It may simply mean that a child has not learned *how* to play what the other children enjoy, and so is left out; a little skills instruction usually corrects such difficulties quickly. Or

it may mean that the child is malnourished, is being robbed of energy by some illness or infection, or that he is not getting enough sleep. When a child isn't interested in play, it almost always means that something is wrong somewhere.

A high school wrestling coach noticed that one of his best competitors was gradually losing weight and for no apparent reason was always tired. The coach arranged a medical examination for the next visit of the school physician, and it was soon discovered that the boy had tuberculosis. Extended treatment saved his life, and again it was believed that the early referral by the coach was a very important factor in the successful treatment.

Health Teaching

The third phase of the health program, health teaching, refers mainly to the actual teaching of health—usually in a classroom situation just as English, history, and other subjects are taught. Its objectives are to encourage learning which will make it possible for pupils to solve their health problems, and to encourage pupils to live in healthful ways.

As some of you may recall from your own experience, health classes are sometimes not very popular with students. When this is the case, it usually means that the school does not take the teaching of health very seriously and therefore does not make proper provision for it. It might also mean that the person assigned to teach health lacks the interest and preparation necessary for such work.

In recent years there has been a growing recognition of the fact that if people are going to be healthy, they must be well educated in health matters. For example, if a child is required to eat foods that are good for him but is never taught *why*, it is important that he be taught, so that whenever he is away from the control of his parents he will not tend to choose foods entirely on the basis of what tastes best to him, but will take into account the needs of his body. Moreover, if he has never been taught what constitutes a good diet, he will not know how to select one even if he should at last become aware of the importance of a good diet for vigorous health, weight control, and bodily efficiency. Thus, you see, know-how in matters of health requires education.

Our growing recognition of the importance of health education during the early years of life has gradually resulted in a national tendency to place greater emphasis upon health in the curriculum of schools from first grade to college. More and more schools are making definite plans to cover a series of topics which are considered vital. Many states have laws which require that certain health topics be presented. These required topics are usually limited, commonly amounting only to the effects of alcohol, tobacco, and narcotics upon the body. But there is a growing tendency to go far beyond the teaching of the subjects required by law.

A much greater emphasis is now being placed upon the preparing of teachers for the health teaching assignment. Indeed, increasing numbers of schools are hiring health educators. These are persons who have specialized in health education and who, in some cases, teach nothing but health. At the present time there are not enough full-time health teaching jobs available for us to urge large numbers of undergraduate students to major in health education; but opportunities of this kind seem to be increasing rather rapidly. It is not at all uncommon for physical education teachers or science teachers who become interested in health education to do further study in this area in order to qualify for health teaching assignments.

At the elementary school level, where pupils spend much of their time with a single teacher rather than shifting from teacher to teacher for each subject, there is a growing tendency for schools to make careful plans regarding what health topics should be studied in each grade. Moreover, individual elementary school teachers are including health as one of the basic subjects that they teach. At the present time there are colorful textbooks and other attractive materials which have been developed for use in health education at every school grade.

A most important development in health education in recent years has been a growing tendency to teach mainly in terms of what health problems young people face and what their health interests actually are. In the past, teachers were prone to present facts about anatomy and physiology, and to require the learning of various "health rules." Today, they are more likely to try to dis-

cover what their classes are especially anxious to find out; and great emphasis is placed upon how to solve personal health problems. Thus pupils study not only what in general is a good diet, but also what a good diet is for them personally.

Studies have been conducted in order to discover the chief health interests of high school students. In one study of the health interests of 10,000 students, it was discovered that the following led the list:

- Sex education.
- Cancer.
- Juvenile delinquency.
- Causes of suicide.
- Tobacco and human health.
- Problems of tooth decay.
- Causes of mental illness.
- Lifelong care of the eyes.
- Safest age to have a baby.
- How to use a gun properly.

In all, 300 problem areas were identified in this study. Do you consider the above topics interesting? Or to put it another way, would you want to take a course which dealt with such subjects as these? (If you are interested in knowing what the other problem areas in health and safety were found to be in that study, look up the reference by Joseph Lantagne in the *Research Quarterly* at the end of this chapter.)

Although teachers may be guided in their course planning by extensive studies of the kind indicated above, many prefer to use the health interests of each class they teach as the basis for planning the semester's work. For example, one college teacher asked his class of sophomores to list the health topics of greatest interest to them. The following were most frequently mentioned:

- Sex education.
- Communicable diseases.
- Nutrition and foods.

- Care of the sense organs.
- Home hygiene.
- Exercise, rest, and sleep.
- Heart disease.
- Treatment of injuries.
- Sanitation.
- Mental hygiene.

You will note that this list and the one from Lantagne's study include several identical and some similar items. At least we are sure that you noted the number one item on both lists. These lists suggest that the leading health interests of most young people are pretty much the same.

Of course the teacher should make sure that no important topics are omitted from the study plans. But we think that you will agree that there is an important psychological advantage when a class realizes that its interests are forming the basis of the course content.

You will probably also agree that few school subjects have to do with things that most pupils are already interested in when they come to class. Both health education and physical education enjoy a big advantage in this respect, and the qualified teacher makes the most of it to promote healthier, more intelligent living.

The next step after suitable topics are selected for study is to plan class activities which will result in the desired learning. And here again, the students have a worth-while part to play in planning. Possibilities for learning experiences are almost limitless. A few that have been used very successfully are listed below.

1. Excellent moving picture films on such subjects as child development, body mechanics, the digestive system, the teeth, the heart and circulation, human reproduction, and various aspects of mental health. There are several sources for such films but the most available and least expensive are usually the city, county, or state education and health departments which will usually furnish films for only the cost of return postage. When properly used and fitted into teaching units, good films contribute tremendously to learning. Perhaps some of you recall having seen some good health films, such

as: "It's Your Health," "Human Reproduction," "The Story of Menstruation," and "Goodbye, Mr. Germ."

2. Visiting speakers may be invited to discuss a wide range of topics, including: major health problems in the city, the United States, and the world today. Other presentation may include: progress in the war against tuberculosis, polio, cancer, heart disease, mental illness, etc.; how to do "relaxation exercises," how to reduce one's weight; how to select properly fitting shoes; how to care for the skin and hair; how to increase bodily stamina and fitness; the basic issues in sex education; the facts about alcohol, and so on.

3. Demonstrations may be conducted. These might include such possibilities as the following: (a) A demonstration of a physical examination conducted and explained by a physician; (b) A demonstration of correct and incorrect ways of handling emergency and accident situations. This demonstration might involve requiring individuals to act out how various emergency situations should be handled and how to take suitable first aid measures; (c) A demonstration of fitness and conditioning exercises; (d) A demonstration of relaxation exercises; (e) A demonstration of resuscitation techniques for rescuing persons who have been drowned; (f) A demonstration of how light sources such as lamps should be arranged for different types of work in the best interests of the eyes.

4. The class may be divided into discussion groups or panels. Each group is then responsible for selecting and studying a particular subject, and then discussing it before the entire class. Such topics as the following have been presented in this manner:

The major killing diseases

Activities of the World Health Organization.

Community resources for fighting common diseases.

The importance of diet, rest, and exercise.

How to lose and gain weight.

The causes and effects of fatness.

The problem of mental illness in America.

The issues in drinking alcoholic beverages.

5. Field trips may be made to any of numerous places including medical centers and clinics, hospitals, water purification plants, sewage disposal plants, dairies, and so on. In many parts of the country

it is possible for groups to visit health museums or museums which contain exhibits dealing with some aspects of health. For example, in Chicago a museum contains a giant heart through which people may walk while studying the structure of the heart. Many cities have research centers and mental hospitals which also provide opportunities for worth-while visits. In terms of your own experience, what additional possibilities occur to you?

When health is properly taught, it is a very popular subject with young people. When you hear pupils say that they "hate" health, you can take it for granted that something is very wrong somewhere because health is a very personal matter which has a lot to do with what we can do in life and how happy we are. An Arabian proverb expresses this idea in this way: "He who has health has hope, and he who has hope has everything." People cannot help being interested in their health, and this fact simplifies the job of the teacher. Most of you probably have no particular interest in knowing about the anatomy of a fish or the geography of Pakistan, and if anyone attempts to teach you these things he will be up against the problem of getting you to want to learn or of getting you to feel that you must learn. On the other hand, who is not interested in knowing how to control his weight, what forms heart disease may take, how emotional upset can damage the body, how the efficiency of the body may be improved, and other topics which have been mentioned in the foregoing discussion? Qualified persons find health fun to teach.

PHYSICAL EDUCATION IN RELATION TO HEALTH EDUCATION

It is estimated that at the present time approximately 75 to 90 percent of the health teaching in the nation's schools is being done by physical educators. This is because most school systems cannot afford to hire full-time health educators with the result that health is worked into the schedule of the person who is assumed to be best qualified to handle the job. Usually the person selected is the physical educator because his education has ordinarily included at least a little health. Since most schools now attempt to provide some health education for all pupils, there is a very good chance

that most of you who become physical educators will at one time or another be asked to teach some health courses too, or take some other part in the school health program. (See duties listed under Health and Safety in the chapter entitled "Your Job As a School Physical Educator.")

In many cases physical educators are very pleased with the combined physical education and health teaching assignments, and feel that the two subjects go together very naturally. They report that teaching health lends variety to their work and gives them a chance to teach many important things that they have not had time or opportunity to deal with in physical education classes. Moreover, they find that because of their close relationships with pupils in physical education, they are in an ideal position to work with them in their personal health problems and interests.

In many other cases, the physical educator is not at all pleased with the health teaching assignment. There may be a variety of reasons for this, the following being the most common.

1. His or her background may not have included preparation for this kind of teaching. He may not know much about health and he may not know effective techniques of teaching it. He may never have taught in a classroom before. Under circumstances such as these, you can readily see why the physical educator might lack enthusiasm for the health teaching assignment.

We recall an incident which illustrates the difficult position in which physical educators have sometimes found themselves. On the first day of a summer session graduate course in health education, several students made an appointment with the professor to discuss problems related to their jobs. It developed that all of them had about the same problem. They had been told by their school principals that they would be expected to teach a new course when school started in the fall: sex education. Two men were to teach this subject to boys only; a man and a woman each had an assignment to teach to mixed groups, and one man had been told that he was to teach this subject to two classes composed entirely of girls. The first four teachers were plainly frightened and nervous about the whole thing; the fourth was terrified.

2. The physical educator may have gone into teaching because of his liking for sports and other physical education activities and was simply not interested in classroom teaching of any kind. (Sooner or later it is entirely possible that you will be assigned to some kind of classroom teaching, so your preparations should include enough of this kind of work to permit you to feel at home in it.)

3. A health class may cause a great deal of inconvenience for the physical educator. He may have to finish teaching an activity class on the play field, then dash to a distant part of the building to teach a health class, then dash back to the gymnasium for another physical education class. In some cases he may feel obligated to put on some different clothing for duty out of the gymnasium, and then must do a certain amount of rechanging upon returning. He is not likely to consider this a very happy arrangement.

4. The health class may be unpopular with the students and may, for lack of knowledge of this field, be regarded as an unwanted chore by all the teachers. Such general feelings of distaste for a subject are hardly likely to make any teacher eager to teach it. Moreover, there may not be a satisfactory room available (lunch-rooms, auditoriums, locker rooms and hallways are sometimes used), and there may be no satisfactory teaching aids, such as textbooks, film projectors, models, charts, and so on, which are needed for good health teaching. In general the teaching conditions may be unsatisfactory if not virtually impossible.

FUTURE PROSPECTS AND CAREER OPPORTUNITIES IN HEALTH EDUCATION

Indications are that in coming years much greater emphasis will be placed upon health education in our schools. In some situations this will mean that more teachers of physical education, biology, home economics and other subjects will be called upon to teach health. It is for this reason that more and more teacher education institutions are requiring their physical education majors to take several courses in health education and perhaps to minor in it. But in many places health education is coming to be regarded as too important for it to be handled on a part-time basis by teachers of

other subjects. Cities, counties, and states with this point of view are attempting to move in the direction of having health teachers who have undergraduate majors and perhaps masters' degrees in this field.

As far as you personally are concerned, there are some implications in this health education picture that are well worth your consideration. Some of these implications are as follows.

1. It is entirely possible that some of you who are especially interested in the health aspects of physical education will be interested in majoring in health education instead of physical education. Both fields require similar biological science course work, so that the change is not too difficult to make in most universities where the health education major is offered. You may wish to explore this possibility with your advisor.

Interested individuals should realize that at the present time not many persons just out of college are being hired as full-time school health educators. Consequently you should be well prepared to teach other subjects, such as physical education, science, mathematics, or social science in the event that positions in health education are not available immediately when you graduate.

If you should choose to become a health educator, you might well consider the possibility of working in health education outside of schools. Many attractive jobs are available in state and city departments of health, and in numerous organizations including the National Tuberculosis Association, American Heart Association, National Foundation for Infantile Paralysis, various life insurance companies, and so on. Some of these jobs have very attractive salaries, but your interest would necessarily shift from educating young people to educating the general public in regard to one or more aspects of health. Individuals whom we have known who are doing public health education work seem to like it a great deal. They find it interesting and enjoy knowing that they are performing an important public service.

2. Some of you who step into physical education jobs but teach some health classes occasionally may find that as the years pass your major interest gradually shifts to health education. And when

a full-time position as health educator opens up, you may decide to accept it. Many physical educators have done just that. Many have minored in health during their undergraduate years. For further preparation they have studied on their own and have taken course work in health education at local universities. Moreover, any school systems now provide health education supervisors whose task it is to assist all teachers of health by providing various forms of in-service education.

3. Many of you will probably complete a minor in health education before graduation, and what you learn in the courses that you take will be of value to you professionally in some very important ways, such as the following:

a. You will be reasonably well qualified to handle health teaching assignments if they are given to you. (*Feeling* qualified to do a job is one of the best guarantees that you will be happy doing that job.) Bear in mind that at present something like 75 to 90 percent of the health courses being offered in the country are being taught by physical educators. This fact suggests that you may well receive such an assignment even though it may be limited to first aid alone.

b. As a physical educator and coach you will be interested in suggesting and sometimes insisting upon certain training programs for individuals, classes, or teams. All such fitness programs are based upon sound health principles—if they are any good, that is. In other words, the more you know about certain aspects of health, the better you will be able to handle that part of your job which has to do with recommending training diets, rest and sleep patterns, methods of weight control, foods, and practices to avoid.

c. As a physical education teacher and probably also as a coach of one or more sports you will be regarded by your students as an authority on all subjects related to health and fitness, and so on. They will come to you for information about making specific muscles bigger, and putting on and taking off weight; about energy foods, best foods for competition, the effects of exercise upon the heart, what is meant by such terms as "muscle-boundness," and so on. Their questions will also have to do with handling their facial skin blemishes, what to do about athlete's foot, impetigo, boils,

smoking, and the importance of showering. You may also find yourself faced with questions about menstruation, "wet dreams," masturbation, venereal disease, and other matters related to sex.

Now there are two ways of handling situations of this kind. (Almost no one who feels that he *should* know something can refrain from giving some kind of an answer even though he may have little notion of what the facts are.) One way is to guess at answers and thus to pass on whatever scraps of information and misinformation you can recall. You will probably agree that considering the serious and personal nature of some of the questions people ask, this is probably not a very good approach. There is a better way. The qualified physical educator has had a solid background in such matters. He sees the importance of this aspect of his job and takes the trouble to *stay* well informed on health subjects that are known to be of interest to boys and girls and to young men and women. When he doesn't know the answers, at least he knows where he can find them; and when questions come up which need attention beyond what he can give, he knows where to direct the student for medical guidance, or other help that he may need.

We may summarize the contents of the foregoing chapter very briefly by stating that:

Health education is one of those subjects which has to do with teaching people some of the important know-how of good living. It teaches people how to make use of advances in scientific and medical knowledge of the mind and the body in the interests of healthier living.

The schools of the nation like the people of the nation are becoming extremely health conscious and are becoming increasingly aware of the importance of a complete and systematic school health program. Widespread efforts are being made to provide good health teaching at all school levels.

And, finally, physical education teachers have an important role to play in the total school health program, not only as part-time or eventually, perhaps, as full-time teachers of health classes, but

also as individuals who can provide sound health information and encourage healthful ways of living in their own teaching and coaching,

QUESTIONS FOR DISCUSSION

1. In what ways do the fields of physical education and health education overlap?
2. In what ways are physical education and health education markedly different?
3. Why are some city physical education programs called health education programs?
4. What is meant by the statement: A nation's health is a nation's wealth?
5. With what aspects of the human being is the modern approach to health concerned?
6. What significance do you see in the World Health Organization's definition of "health"?
7. What implications do you see in the statement that the human machine functions better when it is used?
8. Why is it necessary to stress the *uses* of health knowledge rather than just the knowledge itself?
9. Where are our attitudes toward health first formed?
10. What are the major aspects of the school health program?
11. Who is responsible for each aspect?
12. What are some techniques that may be used in the teaching of health?
13. Generally speaking, in what ways is the physical educator likely to be associated with the school health program?
14. What are some of the ways in which health concepts can be taught in the physical education program?

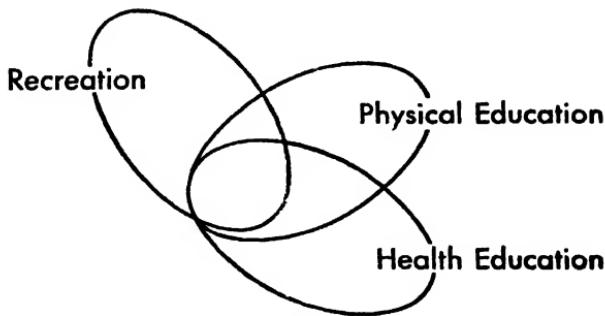
SUGGESTED CLASS ACTIVITIES

1. Invite a health educator to your class to discuss the status, recent developments, and career opportunities in health education.
2. In the course of making visits to schools, inquire about the school health programs. Attempt to determine the extent to which health education is emphasized in the local schools, who is responsible for teaching health if it is taught at all, and the role that the physical educators play in the total health program and in health teaching. Report your findings to the class and make comparisons with the findings of other students.

3. Write to the World Health Organization offices in Washington, D.C., or New York City for information about the world-wide contributions to health that the organization has made. If possible, locate a speaker who can discuss developments in world health and national health with the class.
4. Hold a panel discussion on the subject, "The need for health education today." (Discussants should consult suitable references before holding this panel.)
5. Hold a panel discussion on the subject, "Specific ways in which the physical educator can contribute to the health of pupils and actually teach health concepts to them." (See especially references 1, 2, 10.)
6. Determine the major health interests of your class.
7. Explore career opportunities in health education. Find out how many school health educators are teaching in your locality and whether health education is a regular required course in the schools. Check with the city, county, and state departments of education to discover whether there is a health education supervisor. If there is such a person, he will be able to outline the current situation for you. Check with private and volunteer health agencies in order to determine health education opportunities in situations other than the schools.

The Field of Recreation

It is probably safe to say that most physical educators either have worked or are working in a recreation program of some sort on a part-time basis: camping, scouting, Y.M.C.A., Y.W.C.A., boys' club, teenage center, community center, and summer playgrounds are some of the possibilities. Traditionally there has been a free exchange between the two fields in the sense that many people have had their start in one and have switched to the other; and it is very common for both to share some of the same personnel, facilities, and equipment. In some respects there are clear-cut differences between physical education and recreation; but it is not always easy to say whether certain types of activities "belong" to physical education or to recreation. The following diagram shows how recreation, physical education—and also health education—overlap in some ways but are quite different in others.



You will recall that the closeness of the three fields is reflected in the name of our national association: the American Association for Health, Physical Education and Recreation.

There are several ways in which you as a physical educator are likely to have a professional interest in recreation. For example: (1) during your college career, and later on, you may work in any of a wide variety of recreation programs on a part-time or summer vacation basis; (2) as a physical educator you will undoubtedly make a very serious effort to introduce your future pupils to a wide variety of sports and rhythms activities which they may use for recreation in their leisure, then and in the future; (3) as a physical educator, it is likely that you will be called upon to promote community recreation, and the facilities that you use during the day at school may very well be used by recreation groups in the evenings (many schools are designed for just such dual use); (4) and finally, some of you will certainly decide that by interest and personality you are better suited to recreational leadership than to physical education teaching, and you may change to a recreation major to prepare for a career in that field. Should you decide to make the change you will probably find the physical education and recreation curriculums similar enough in your school for you to do so without having to make up a great deal of course work.

THE SCOPE AND ROLE OF RECREATION

A few years ago a "Recreation Platform" was prepared by representatives of three national organizations, the American Recreation Society, the American Association of Group Workers, and the American Association for Health, Physical Education and Recreation. The following quotations from the preamble and from the platform itself will give you a reasonably clear idea of what leaders in the field consider the scope and role of recreation to be.

Preamble. Recreation is a basic need for living in a democratic society. It may be an organized or a spontaneous activity under governmental, voluntary, or private auspices. For the individual, recreation may be any wholesome leisure experience engaged in solely for the satisfaction derived therefrom. It includes games and sports, camping, hiking, dancing, picnics, discussion groups, drama, music, arts and

crafts, and other activities of personal choice. Recreation may be an individual hobby or an experience shared with others. It is man's principal opportunity for enrichment of living.

The present mechanized age and its prospects of increased leisure demands comprehensive planning for recreation. In every community there should be a citizens' recreation council representing all interested groups. . . .

The modern community supports education, health, recreation, welfare, and related services as essential to the individual and society. The provision of these services is a responsibility of the entire community including public, private, and voluntary agencies.

- And a few items of the Platform:

A program of recreation should be provided in every community, rural and urban; and for all people, children, youth, and adults.

Opportunities and programs for recreation should be available twelve months of the year.

The program of recreation should be planned to meet the interests and needs of individuals and groups.

Education for the "worthy use of leisure" in homes, schools, and other community institutions is essential.

Schools should serve as adequately as possible the education-recreation needs of pupils and be planned so that they will be efficient centers for community use.

Recreation personnel should have professional training and personal qualifications suited to their specific services.

From the Recreation Platform you see that recreation has to do with the enrichment of living, especially during leisure time when people have the freedom to choose what they wish to do. Its scope is tremendous. Not only does it include sports and other physical education activities, but also it extends to the arts, crafts, music, literature, outdoor sports, collecting (e.g., stamps, biological and geological specimens), quiet games like chess, checkers, cards, and so on. Actually, it is not the activity but the spirit of the activity which determines whether or not it is recreational.

THE VALUES OF RECREATION

In another way it is also true that not only do the fields of recreation and physical education overlap in many activities, but also

they overlap in the values to be achieved by participation. You will recall that in our chapters dealing with objectives—and objectives are the potential values of a program—our approach was to outline contributions that physical education may make to the total personality, that is, the physical, intellectual, emotional, and social aspects.

The values of recreation may be thought of as fitting this same kind of scheme, except of course that allowance must be made for some shifts in emphasis. For example, in spite of the fact that numerous recreational activities are very vigorous in nature, ranging as they may from competitive swimming and skiing to basketball and weight lifting, most recreation specialists do not emphasize physical fitness and basic movement development objectives as much as physical educators are prone to do. By and large, people in the field of recreation seem inclined to lay their stress upon the emotional and the social values of recreation. Note that we are speaking of points of emphasis in recreation and physical education which tend to distinguish the two programs.

Living as we do in an industrial and highly mechanized world, we are forced to conform to the strict routines set by business and industry. It is usually assumed that the schools should prepare children to fit into the pattern of modern life, with the result that most schools operate on schedules similar to those of business and industry. Pressure to conform to schedules and routines is great, and in fact the most "successful" individual is likely to be the one who is best able to adjust himself to the clock-governed pace. This is not done without expense to the nervous system.

Another facet of this problem is the deadening effects of mechanization and boredom. Our industrial society also produces conditions that are not always in the best interests of human beings. For example, mass production techniques, such as assembly line work, may stifle creative self-expression. Instead of putting a part of himself into a product and thus attaining the satisfactions and pride of true craftsmanship, the worker must be content to be merely part of a giant machine. Thus, for a certain number of hours each day he may be engaged in some activity that tends to stifle his imagination and creativeness. Recent studies have indicated

that upwards of half of the people employed have jobs of this nature. (On the other hand, these very mass production techniques are helping to give rise to fewer working hours and greater opportunities for satisfying and creative leisure.)

Our purpose here is not to discuss the goodness or badness of this situation. The point is that it exists at this particular point in history, and whatever the future may hold, at present it subjects many human personalities to a great deal of stress and dullness. A strong and healthy personality is well-integrated; its various aspects fit and work harmoniously together. But stressful conditions such as these we have been discussing sometimes tend to pull the personality apart. That is why more hospital beds are occupied by mentally ill people than by any others; and that is why more than half of the people who go to the physicians have an ailment that is due to mental and emotional disturbances rather than to physical ones.

Now recreation affords an antidote for these ills by providing an opportunity for intense and joyful living that is liberated from the clock and the routine; moreover, it is one of the major forces that we have available to us to counteract those things which tend to pull the personality apart. It is for this reason that many people speak of recreation as being one of our best forms of preventive medicine in the sense that joyful and constructive leisuretime experiences tend to pull the personality back together again, into a healthier state. And it is for this reason that mental health specialists always stress the importance of taking part in regular recreational activities, cultivating hobbies, and so on, in order to maintain emotional health and mental balance.

The social implications of recreation are also great. Getting at the very heart of civilized living, modern leaders tend to place stress upon recreation for the basic social unit, the family. Social learning begins in the home; and what family members do in their free time is closely related to the quality of the family life. The quality of family life has a lot to do with the quality of life elsewhere and later on. Not only do recreational activities reunite the aspects of personality, but also they cement the ties of families. Family life, for example, should be and can be a rich, satisfying, and treasured

experience for all its members. There is much truth in the saying, "Families that play together stay together." There is a certain amount of work to be done together, and there is usually a lot of difficult adjusting to be done. (Consider, for example, the matter of getting off to work and school in the morning as an illustration of work and adjustment under considerable pressure.) But if work and some kind of adjustment are all that a family has, it really hasn't very much. And as you well know, home to many people is just a place to take care of the more intimate business of living, the personal routines—and a place to be out of when they want fun and real satisfaction.

It is especially through recreation that family members get to know, enjoy, and appreciate one another. Recreation specialists dislike the argument that their field is a major weapon against such social problems as juvenile delinquency because they feel that this is approaching recreation from the wrong direction. You do not justify education on the grounds that it keeps kids off the streets and reduces crime. Similarly, they want to stress the positive approach to recreation rather than such a negative one as crime and delinquency prevention. However, more and more people who feel responsible for the wholesome development of their children are beginning to realize that if children do not have pleasurable and exciting experiences with family members and other wholesome groups, they are going to go out and find them elsewhere. And immature persons need guidance; they cannot always be counted upon to make socially mature judgments on their own. In fact, if they come from homes which are not really homes at all, they may very well not be concerned about their behavior from the point of view of its social quality. So you see that we may justly look upon family recreation as being one of our very basic opportunities—not only for pleasure and happiness, but also for learning social awareness and many social skills which are essential for any truly civilized living.

All through our lives, to a considerable extent, the richness of our social existence depends upon our ability to enjoy others in our leisure time. Isn't it true that most of the things that you enjoy doing involve other people? Recreation looms large as a program

deliberately planned to draw people together for pleasurable experiences. With these considerations in mind you can easily see the great importance of teaching children a wide variety of recreational skills in the home, in schools, and elsewhere so that they will be prepared to find personal satisfactions partly through doing things with others during their leisure time. People do not get together to be idle; they meet to *do* something. Thus, social skill is built to a considerable extent upon recreational skill: competence as an active member of the group. Who are usually the "wall flowers," the nonparticipants? Those who don't know how to do what the group is doing.

RECREATION LEADER IN CONTRAST WITH PHYSICAL EDUCATION TEACHER

In spite of the fact that recreation and physical education are closely allied fields, you should be aware of some of the marked differences between the two, especially from the viewpoint of the professional worker in each.

As we have said, physical education is an academic discipline with many important implications for wholesome and pleasurable living in leisure time. Physical education is a regular school "subject" composed, like any other academic subject, of sequences of learning experiences. Each period of the school day is carefully scheduled; as a physical educator you will know at the beginning of the school year just how many classes you will meet each day, how many pupils will be in each class, and the sex and grade level of each group. Although you will endeavor to make your classes attractive as well as rich in learning experiences, whether the pupils wish to do so or not, in most cases they must attend your classes just as they do other classes. If your program is poor or in some respects unattractive—too bad, your pupils must show up anyway. If you personally are prone to be a dictator, sarcastic, or otherwise unpleasant with your pupils, they must come anyway. If you are lazy, unimaginative, or otherwise unqualified for your work and fail to make the physical education period worth while—too bad. The pupils must attend anyway.

The recreation situation is quite different. Recreation is obviously

not a required subject. In fact, it usually begins when the required activities of the day are over. As a recreation leader, you usually *cannot know* in advance just how many people will show up for your programs. If you are a good leader, you schedule your activities with great care and include as much variety as possible; but the ringing of a bell is not going to bring an exact number of youngsters in at an exact time. In fact, especially when you are getting a program organized, no one may show up at all, at least not when you expect them. Instead of the homogeneous groups that you can usually count on in schools, your recreation groups may be composed of a wide range of ages, mixed sexes, and widely varied interests.

If people do not like you or your recreation programs, they will stay away in large numbers. As a leader, you cannot play the dictator, you cannot be unpleasant, you cannot be lazy—or soon you will have no program at all.

Some physical educators make no serious effort to find out what the needs and interests of their pupils are and build or adjust programs accordingly. Rather, they take it for granted that they *know* "what's best for the kids." The recreation leader can never get away with this kind of thinking. He must be extremely sensitive to the interests and desires of those in his program. In fact, one of his main functions is to direct interests and desires into socially acceptable and wholesome channels. For example, young people usually like to form relatively small but very close-knit groups. Now these groups can either take the form of gangs operating without control in a community, or they can take the form of a club, team, or other organization within the framework of an organized program and under the leadership of well-trained specialists who understand youth and their interests. Similarly, the natural sexual interests of young people can find expression in low-class dance halls and other such places which cannot be expected to contribute much that is decent or wholesome to young lives—or it can find expression in well-conducted recreational programs which include dancing, coeducational games and outings, summer and winter sports, and so on.

(Thinking now of the group interests and the sex interests of

young people, put yourself into the place of a parent. Which kind of expression of these interests would you like to see your own children have? Considering the situation from the point of view of an educator, which kind of experience would you say contributes most to the development of young people as civilized human beings and thus to a healthy society? The choice is not difficult to make.)

BENEFITS OF RECREATIONAL EXPERIENCE FOR PHYSICAL EDUCATORS

It has been our observation that physical educators commonly profit greatly from working in recreation programs. In fact, one of the best things that you can do for your professional growth during your college years is to spend your vacations and perhaps some afternoons, evenings, or week ends working in any of a variety of recreational programs.

There are several important things to be gained from such experiences. In the first place, you will begin to develop skill and confidence in dealing with and handling people of different age levels. You will become familiar with the characteristics of children and youths of different ages. You will learn how to coöperate with other leaders and with lay citizens, how programs are planned, developed, evaluated, and publicized, and how to carry out the instructions of your superiors. You will develop skill in getting along with many different people, and perhaps you will learn how citizens may be organized for community action on recreation problems. And finally, you will have numerous opportunities to try out teaching methods and ideas which you will have acquired in your college course work. Not until you are near the end of your college career and do your observation of teaching and student teaching will you have a comparable opportunity to get experience "on the firing line."

In addition to these values of experience gained from recreational work (and incidentally, your future employers will probably consider such experience important and will take it into account when evaluating your qualifications), we recommend it to young people for another reason. You recall that we mentioned the fact that the recreation leader must be very sensitive to the needs and

interests of the individuals and groups with whom he is working, and that he must shape his program accordingly. In recreation this is a necessity or the program is doomed to failure. Now this same kind of sensitivity can and should be found in physical education programs, but since school classes are usually required, physical educators are under less pressure to develop it. Recreation experience helps many physical educators to see the importance of working in terms of pupil needs and interests. This is the basis for getting young people to see the value of physical education for them personally.

And there is the element of fun. Some very competent physical educators become so very methodical and serious about their work that they give little if any thought to the matter of fun. The recreation philosophy has good application here. Just because physical education is essentially a special kind of learning experience, an academic discipline, it certainly does not have to be unpleasant drudgery. Not only can it be fun but it should be. It has been our observation that physical educators with recreation experience are prone to consider the element of fun essential in their programs. If the pupils in their classes are not enjoying the activity being learned or practiced, these people feel that something is definitely wrong. We believe that there is much to be said for this point of view.

A CAREER IN RECREATION

Not only can recreation be an important part of your preparation for a career in physical education and an enjoyable vacation-time or part-time job later on, but also it offers many opportunities as a full-time career.

The choice between physical education and recreation should be made on the basis of your particular interests and aptitudes. Some people like the fact that school teaching has relatively regular hours, that most of the teacher's evenings and week ends are free, and that classes are scheduled and definite numbers of children may be expected at certain hours of the school day.

In the eyes of many people, another attraction of school physical education is the fact that teachers almost always have a considerable

amount of security, especially if they have completed their two- or three-year probationary period. They can count on an annual salary, they usually have tenure which protects them from being discharged except for very specific causes, and most school systems provide a reasonably good retirement plan.

In contrast, some individuals dislike the rather strict routines of the schools; they prefer the more flexible time and planning of recreation work. They feel that recreation gives greater opportunities for their enthusiasm, initiative, and creative thinking. They do not like to teach in required programs but much prefer the recreation situation in which people attend entirely voluntarily. Although no one likes to plan a program and have people fail to show up for it, some people like to take such an occurrence as a challenge for new and better planning. Some people are happier working in the broader range of activities that are available in recreation than in physical education; they enjoy moving from sports to dramatics to handicrafts, music, or poetry.

The recreation leader cannot be bothered by the fact that his workday starts when everyone else is ready to play. That is, his afternoons, evenings, week ends, and summers are occupied with leading the leisuretime enjoyment of other people. As a matter of fact, we must admit, the recreation leader has to be very careful to set aside time for his own family life and recreation because he may soon find himself doing program planning, organizational and public relations work, and numerous preparatory activities all day, and going into action as leader, speaker, or organizer when other people are off for the day. We have had this kind of experience ourselves and have observed it as a problem of nearly all the professional recreation people we have known.

To get back to a point that we made earlier: that is, there is a challenge in conducting recreational programs where the measure of success is the amount of interest that such programs generate. Success as a leader of recreation depends upon having the right kind of personality plus a mastery of skills and teaching techniques. As we have emphasized, there is no outside pressure to force children or adults to participate unless they wish to. They will come if they like what you have to offer and stay away if they do not. The

program must reflect thoughtful planning and a real understanding of teaching methods if it is to succeed.

Then there is the matter of security. Frankly, recreation leadership is not as well established yet as teaching in this country. It is true that many recreational organizations, including some city and country recreation departments, Y.M.C.A.'s and Y.W.C.A.'s, and government recreation provide dependable annual wages, tenure, and retirement plans that are comparable to those found in good school teaching situations. But generally speaking, the professional recreation person must accept the fact that the fight for job security in that field has yet to be won universally. The situation is gradually improving as more people become increasingly aware of the vital part that well-led recreation programs must play in American life. We believe that prospects are so good that young people whose interests are in this direction would be making a serious mistake to avoid recreation for security reasons. Many of our friends in recreation feel that some of their best satisfactions in life are those that they get from their work. There is no finer recommendation for a career than that.

Job opportunities exist in numerous recreational organizations. With leisure time increasing decade after decade for most Americans, future prospects indicate greatly expanded opportunities. To begin with, there is the huge structure of government which is involved in recreation from the federal level to the local level. The federal government has found it necessary to deal with public recreation in many of its departments and agencies. The Fish and Wildlife Service, Children's Bureau, Extension Service, Veterans Administration, and the Office of Education are examples of possible job areas in government recreation.

However, the quality of specific public recreation programs ordinarily depends upon how much importance the particular community attaches to recreation. For the most part, city and county programs, like educational programs, are paid for by local taxation. These programs absorb large numbers of full-time and part-time recreation people and are the career objectives of many students. Rural recreation has grown rapidly in recent years. Although most schools make their contribution to the preparation of pupils for lei-

sure time through physical education, music, arts, crafts, and various hobby clubs, some go further than this—sometimes even to the point of providing camping experiences for their pupils. Industrial recreation has shown some of the most rapid growth in this field in recent years as employers and labor groups alike have recognized the importance of programs for happier relationships and greater efficiency on the job. And finally, numerous privately owned organizations make significant contributions to the recreation of America. All these and many others offer career possibilities for individuals whose interests make the field attractive to them.

QUESTIONS FOR DISCUSSION

1. What is recreation?
2. What are some of the ways in which physical education and recreation are closely allied?
3. In what ways do physical education teachers commonly participate as leaders in recreation programs?
4. In what ways do physical education and recreation differ?
5. What are some of the major values of recreation?
6. Why is it commonly believed that there is a growing need for recreation in the modern world?
7. What would you say is the basis for the statement that "Families that play together stay together"?
8. In what ways is recreation leading different from teaching physical education?
9. In what ways does the physical educator commonly benefit from working in recreation programs?
10. What career opportunities in recreation seem most attractive to you?

SUGGESTED CLASS ACTIVITIES

1. Appoint interested persons to read references 2 and 8 and report on them to the class.
2. Invite a recreation specialist to your class to discuss current trends and career opportunities in recreation.
3. Form a committee of interested persons to examine your college's curriculum for recreation majors. Compare it with the physical education curriculum.
4. Form committees to visit various types of recreation programs in your locality. Report back to the class on such points as: The du-

ties of the recreation directors, their working hours, the extent and content of their programs, and the source of financial support of their programs.

5. Form a panel to discuss various aspects of the modern need for high quality recreation programs in all communities.
6. On the basis of looking through newspapers and magazines, listening to the radio, and watching television, prepare a list of all popular forms of recreation that you can find. On the basis of these observations and those related to organized recreation, attempt to estimate the scope of recreation in America.

Index

Academic discipline, 20
Academy, 108
Achieving success in physical education, 224-229
Advanced study, 226-227
American Association for Health, Physical Education and Recreation, 228
American Association of Group Workers, 260
American Recreation Society, 260
Athletic program, 130

Bannister, Roger, 223
Basic or required program, 126
"Basic understandings" courses, 150

"Carry-over," 82
Character education, and value judgments, 68
and winning, 73
Choice-making, 68
Clarke, H. Harrison, 224
College and university physical education, 126-138
Community relationships, 209-216
addressing community organizations, 213
coordinating community programs, 211-212
voluntary service, 213-214
Contemporary concepts of physical education, 23
Cozens, Frederick, 65

Dippold, Harry A., 224
Directing playgrounds, 210-211
Discipline and physical education, 11
Duties of school physical educators, 187-198
administrative, 189-190
concerned with professional growth, 193
hours per week spent in, 189
importance of, 194-198
in different sized communities, 188-189

involving community activities, 193
involving facilities and equipment, 190
list of, 201-206
pertaining to special services and activities, 191-192
supervisory, 192-193

Eisenhower, Dwight D., 223
Elementary school, 104-105
age levels, 105
organization of, 104
Emotional control, 51
Emotional objectives, 48
Emotional release, 49
Extraclass activities, 121-122

First public high school, 109
Free play, 16, 72
Fun and emotional release, 49

General background courses, 158
Guidance in physical education, 86

Health education, 235-257
career opportunities in, 252
in relation to physical education, 250
interests of students, 247
meaning of, 236
services, 242
teaching, 245
Historical development of school physical education, 106-107
History of physical education, 9-21
Humphrey, James H., 187, 194

Intellectualizing physical education, 67
Intercollegiate athletic program, 130
for women, 135
Interpreting physical education, 93-100
bases of, 98
to different groups, 96
Interscholastic athletics, 121-122
in elementary schools, 121
in secondary schools, 122

Intramural program, 129
 for elementary school, 121-122
 for secondary school, 121-122

Job application, 170-178
 factors to consider, 170
 filling out written application, 178
 how to make, 170-175
 interview, 175-178

Job of the physical education teacher, 198-201

Job opportunities, 164-165
 factors influencing, 165

Job procurement, 168-178
 causes of failure in, 169
 procedures in, 168-178

Job requirements, 166
 state certification for, 166-167

"Know how" courses, 147

"Laboratory of life," 74

Landy, John, 223

Latin grammar school, 108

Leisure time and physical education, 13

Lincoln, 145

Locke, 106

McCloy, C. H., 27

Meaning of physical education, 9

Menninger, William, 50

Mental health, 56

Metheny, Eleanor, 28

Modern physical education, 20

"Motor morons" and "motor illiterates," 64

Nash, Jay B., 25

Oberteuffer, Delbert, 30

Objectives of physical education, 42-74
 teaching for, 81

Organization, 103-104
 of grades in school, 103
 school plans of, 104

Overview of the book, 5

Personality, and physical education, 33
 physical aspects of, 42

Physical education activities, 112-119
 for elementary school, 112-113
 games, 113-115
 progression of, 113-119
 rhythms, 115-117
 self-testing, 117-119
 separation of the sexes for, 120

Physical education in relation to health education, 250

Physical educators in recreation, 259

Physical fitness, 43

Plato, 106

Professional growth, 221-230
 meaning of, 220-221
 reaching your goals, 222-224

Professional literature, 229-230

Professional organizations, 228-229

Professional preparation, 145-161
 types of courses, 147

Program planning, 111-112

Progression of skills, 111-112

Recreation, 259-271
 careers in, 268
 experiences for physical educators, 267
 recreation leading in contrast to physical education teaching, 265
 scope and role of, 260
 values of, 261

Required program, 126

Research, 138

Rousseau, 106

Secondary school, 105-108
 age levels, 105
 history of, 108

School health program, 240

School enrollment, 165

School physical educator, 185-194
 duties of, 187-194
 titles of, 185-186

Scope of the book, 4

Shakespeare, 53

Skills objectives, 46

Social aspect, 54

Social awareness, 69

Social skills, 54
Sports appreciation, 64
State certification requirements, 166
for physical education teaching positions, 166-167
Supervision, 225-226
Survival and physical education, 10
Teaching for objectives, 81
Teacher preparation, 137
Total fitness objectives, 43
Transfer of learning, 82
Understanding physical education, 66
University physical education, 126-139
Value judgments, 68
Varsity athletics, 121-122
White, Paul Dudley, 223
"Whole child," 32
Williams, Jesse F., 26
World Health Organization, 237
Yost, Fielding, 145